

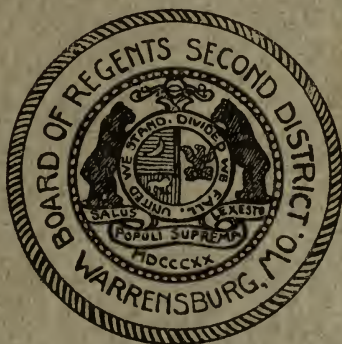
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THE CHANCELLOR
OF THE
UNIVERSITY OF ILLINOIS

STATE NORMAL SCHOOL BULLETIN



SECOND DISTRICT

WARRENSBURG, MISSOURI

1915 - 1916

VOL. XVI

JULY, 1915

NUMBER I

BULLETIN
AND
FORTY-FIFTH ANNUAL CATALOG
OF THE
STATE NORMAL SCHOOL
SECOND DISTRICT OF MISSOURI

Established by an Act of the General Assembly, 1871

Organized May 10, 1871

1915 - 1916

Published by
THE STATE NORMAL SCHOOL
ISSUED QUARTERLY

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THE DOCKERY GYMNASIUM

CALENDAR

1915

[illegible]

1916

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BOARD OF REGENTS

HON. H. A. GASS, State Superintendent of Public Schools, Ex-Officio.

TERM EXPIRES JANUARY, 1917.

W. L. P. BURNEY.....Harrisonville
G. M. FOSTER.....Warrensburg

TERM EXPIRES JANUARY, 1919.

C. A. KEITH.....Lexington
N. M. BRADLEY.....Warrensburg

TERM EXPIRES JANUARY, 1921.

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J. L. SPILLERS.....Otterville

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J. L. SPILLERS.....Vice-President of Board of Regents
N. M. BRADLEY.....Secretary of Board of Regents
MARCUS YOUNGSTreasurer of Board of Regents
E. L. HENDRICKS.....President of School

NORMAL CALENDAR

Fall term begins	Tuesday, September 14, 1915
Fall term ends	Friday, December 3, 1915
Winter term begins	Monday, December 6, 1915
Winter term ends	Friday, March 3, 1916
Spring term begins	Monday, March 6, 1916
Spring term ends	Thursday, May 25, 1916
Summer term begins	Tuesday, May 30, 1916
Summer term ends	Saturday, August 5, 1916

HOLIDAYS

Thanksgiving recess	November 24 to November 29, 1915
Christmas vacation.....	December 24 to January 4, 1916

NORMAL DISTRICT EVENTS

Inter-High School Scholarship Contest	April 13, 1916
Inter-High School Declamatory Contest	April 14, 1916
Inter-High School Latin Contest	April 15, 1916
Inter-High School Track and Field Meet.....	April 15, 1916

COMMENCEMENT EXERCISES

Annual Sermon	Sunday, May 21, 1916
Class Day Exercises.....	Tuesday, May 23, 1916
Alumni Class Day Exercises and Reunion....	Wednesday, May 24, 1916
Commencement	Thursday, May 25, 1916

FACULTY

E. L. HENDRICKS, PRESIDENT OF FACULTY.

A.M., Indiana University; sometime Fellow in University of Chicago.

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MARY V. NEET, DEAN OF WOMEN.

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B.S., A.B., University of Missouri; graduate work in Manhattan Agricultural College and Cornell University.

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Associate Professor in Agriculture and Director of Demonstration Farm.

B.S., Kansas State Agricultural College.

JOHN H. GEHRS,

Associate Professor in Agriculture.

B.S., University of Missouri; graduate work in University of Wisconsin.

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Professor of Biology.

A.B., Michigan University.

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Professor of Chemistry and Physiology.

A.M., University of Indiana; graduate student in University of Chicago.

EARL FOSTER,

Assistant Professor in Chemistry and Physics.

Graduate of Warrensburg State Normal; student in University of Chicago, 1914-'15.

ECONOMICS

WALTER E. MORROW,

Professor of Economics.

A.B., Warrensburg State Normal School.

EDUCATION

C. A. PHILLIPS,

Professor of Education and Dean of Faculty.

A.M., University of Chicago; additional graduate work in University of Chicago.

C. A. MCPHEETERS,

Associate Professor of Education.

A.M., Westminster College; graduate student University of Leipzig; University of Chicago.

C. B. HUDSON,

Associate Professor of Education.

B.S., A.B., University of Missouri; graduate work in University of Chicago.

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Ph.B., University of Chicago.

MAYME CLARA WALKER,

Assistant in Education.

A.B., B.S., University of Missouri.

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VINCIL C. COULTER,

Professor of English.

A.M., Brown University; additional work in University of Chicago.

LUCY AUSTIN BALL,

Associate Professor of English.

A.M., Central College, Lexington, Mo.; Ph.B., University of Chicago.

C. F. MARTIN,

Associate Professor of English.

A.M., Brown University; graduate work in University of Chicago.

ANNA MARIE TODD,

Associate Professor of English.

Ph.B., University of Chicago.

W. W. PARKER,

Assistant in English.

A.M., Columbia University, N. Y.

FRENCH AND GERMAN

ANNIE GARDNER HARRIS,

Professor of French and German.

A.B., University of Kansas; graduate student University of Kansas.

HISTORY

C. H. MCCLURE,

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A.M., University of Missouri.

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Associate Professor of History.

Ph.M., University of Chicago.

H. H. BASS,
Associate Professor of History.

M.Litt., University of Wisconsin; A.M., Harvard.

LATIN

LURA L. LEMMON,
Professor of Latin.

A.B., University of Kansas.

MATHEMATICS

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Professor of Mathematics.

Ph.D., Vanderbilt University; graduate work at University of Chicago.

MARY ANNE KENNEDY,
Associate Professor of Mathematics.

Graduate State Normal School, Cortland, N. Y.; advanced work in Cornell University.

FRED W. URBAN,
Associate Professor of Mathematics.

A.B., University of Missouri.

PHYSICS

WILSON C. MORRIS,
Professor of Physics.

Ph.D., Illinois Wesleyan University; graduate student University of Chicago, and Cambridge University, England.

TRAINING SCHOOL

GEORGE R. CRISSMAN,

Superintendent of Training School.

A.B., University of Kansas; graduate work at Harvard, University of Chicago and Columbia University.

AGNES KIRK,

Supervisor of English, German and History in High School.

Pd.M., Warrensburg State Normal; graduate student University of Chicago.

MABEL M. RICHARDS,

Supervisor of Mathematics in the High School.

A.M., University of Missouri.

MABEL ARNETT,

Supervisor of Grammar Grades.

Teachers' College, Columbia University, N. Y.

IDA M. BENNETT,

Supervisor of Intermediate Grades.

A.M., Columbia University, N. Y.

ROSE B. DENNIS,

Supervisor of Primary Department and Instructor in Primary Method.

Pd.M., Michigan State Normal School.

JULIA SCOTT,

Director of Kindergarten and Instructor in Kindergarten Theory.

Graduate of Kindergarten Normal, Galesburg, Illinois.

GLADYS ANDERSON,

Supervisor of Technical Subjects.

Graduate of Pratt Institute, Brooklyn, N. Y.

DEPARTMENT OF TECHNICAL SUBJECTS

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Head of Department of Commerce.

Graduate of Cedar Rapids Business College.

DRAWING

ELIZABETH SHANNON,

Director of Drawing.

Graduate of Pratt Institute, Brooklyn, N. Y.

MAYME B. HARWOOD,

Associate Professor in Art.

Graduate of Pratt Institute, Brooklyn, N. Y.

HOUSEHOLD ARTS

ELIZABETH NOWELL,

Director of Home Economics.

A.B., B.S., in Home Economics, University of Missouri.

LETA ESTELLE HARSELL,

Assistant in Household Arts.

A.B., in Home Economics, University of Kansas.

INDUSTRIAL ARTS

AUGUST AHRENS,

Director of Manual Training.

Graduate of Pratt Institute; graduate student in Harvard University, Clark University and University of Illinois.

L. L. DES COMBES,

Assistant in Industrial Arts.

MUSIC

WM. SOLOMON,
Director of Music.

Student, Tonic-Sol-Fa College, London; graduate New School of Methods, Chicago.

MARGARET L. JAMES,
Instructor in Public School Music.

Graduate of Arens School of Music, New York City; post-graduate under Carl E. Dufft, New York City; student Columbia University.

CLARA HINDSELL,
Instructor in Public School Music and Piano.

Graduate of Bethany College, Lindsborg, Kansas, and American Conservatory, Chicago.

R. J. MEYER,
Instructor in Theory and Director of Band.
B.M., Strong's College of Music.

PHYSICAL EDUCATION

FORREST C. ALLEN,
Professor of Physical Education.

D.O., Central College of Osteopathy; student University of Kansas.

BERNICE VIETCH,
Instructor of Physical Education for Women.

B.A., North Dakota University; graduate New Haven School of Gymnastics.

LIBRARY

ALICE LEDLIE BLAIR,
Librarian.

A.B., B.L.S., University of Illinois.

EFFIE M. SHRYOCK,

Assistant Librarian.

Graduate Indiana Library School.

ALDA CECIL,

Assistant Librarian.

EXTENSION WORK

J. T. MURPHY, DIRECTOR.

OTHER OFFICERS

G. E. HOOVER,

Registrar.

MINNIE B. JAMES,

Secretary to President.

LAURA L. RUNYON,

Secretary to Faculty.

J. L. DES COMBES,

Superintendent of Buildings, Grounds, Heating and Janitor Service.

FACULTY COMMITTEES

The first person named on each committee is chairman and the President of the Faculty is *ex-officio* member of each committee.

Standing and Classification:

C. A. PHILLIPS, MCCLURE, SCARBOROUGH, CRISSMAN, COULTER, HARRIS, MORROW, H. A. PHILLIPS, NOWELL.

Certification and Graduation:

HENDRICKS, MORROW, KENNEDY, C. A. PHILLIPS, SHANNON, TODD.

Alumni and History of School:

H. A. PHILLIPS, HARRIS, KENNEDY, HARWOOD.

Athletics:

MARTIN, ALLEN, ELLIS, PARKER.

Chapel Exercises:

MORROW, WALTERS, SOLOMON, JAMES.

Care of Buildings and Grounds:

WALTERS, AHRENS, ALLEN, NEET, NOWELL.

Debate:

COULTER, MARTIN, RUNYON, MORROW, PARKER.

Discipline:

MORRIS, MORROW, SCARBOROUGH, MCCLURE, NEET.

Catalog and Reports:

MORRIS, RUNYON, COULTER, CRISSMAN.

Recommendations and Positions:

C. H. MCCLURE, C. A. PHILLIPS, CRISSMAN.

Statistics:

MCPHEETERS, HUMPHREY, KENNEDY, FOSTER.

Correspondence Courses:

HARRIS, HUDSON, WALKER, LEMMON.

Lecture Course and Entertainment:

URBAN, COULTER, SOLOMON, SHANNON, BASS, HUDSON, TODD,

Social Welfare Committee:

KENNEDY, TODD, KIRK, NEET, BALL, BLAIR.

DUTIES AND POWERS OF OFFICIALS AND COMMITTEES

SUSTAINING DIRECT RELATIONS TO STUDENTS

Dean of Faculty

The Dean of the Faculty is the acting head of the school in the absence of the President. He supervises classification, evaluates entrance credit, ascertains the standing of candidates for any certificate or degree, and presents all irregular or questionable cases to the proper committee for adjudication. Inquiry concerning credit should be addressed to him.

Dean of Women

The Dean of Women concerns herself with student life outside of the class room. This includes social life, health, rooming and boarding places, self-help, and other forms of student welfare.

Standing and Classification

1. This committee shall determine the value of any work done in other schools or of any work not specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.
2. It shall furnish to the recording official a statement of credits allowed.
3. It shall prepare the daily programs for each quarter.
4. It shall enroll and classify all students.
5. It shall see that a full and correct roll of students be kept in the office of the Registrar.
6. It shall see that the grades made by students each quarter are duly reported to the recording official.

Certification and Graduation

1. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.
2. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.
3. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.

4. It shall have general supervision of graduation exercises and the arrangement of the program, and the selection of class speakers must have its approval.

Athletics

1. This committee shall have general supervision over all athletic games, exhibitions and contests, and shall have control over the arrangements for such games, exhibitions and contests with other schools or associations.

2. It shall decide what candidates for membership on teams or for admission to athletic games, exhibitions and contests shall be eligible, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

Debate

1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamation, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

Discipline

1. This committee shall have charge of the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline and may inflict punishment to the extent of limited suspension from the school.

3. It shall investigate and report upon all cases requiring faculty action.

Lectures and Entertainment

1. The committee shall select and contract for all lectures and entertainments for the regular Normal Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulations before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

Social Welfare

This committee has general supervision of the social activities of the school and school organizations.

Recommendations and Positions

This committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the Normal School to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full coöperation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to the Committee on Recommendations and Positions.

STATE NORMAL SCHOOL, SECOND DISTRICT

HISTORICAL

The Second Normal School District was established by act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school, selected Warrensburg, the county seat of Johnson county, April 27, 1871. In consideration of such selection, Warrensburg and Johnson county voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School building.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This board at once elected a faculty, consisting of Dr. Geo. P. Beard, president; Prof. E. A. Angel and Miss Lucy Jane Maltby, instructors, and on May 10, 1871, the school was formally opened in a rented building with thirty students in attendance.

During the first ten years the school labored under tremendous difficulties. The meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and for the employment of the needed corps of teachers; also, an interest in the school and its special function of training teachers had to be aroused and its existence justified in the minds of many persons. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during the first decade of its existence—1871 to 1881.

During the decade 1881 to 1891, the average annual enrollment was 542, and for the period from 1891 to 1901 the average annual attendance grew to 866. Average 1901-11, 1,460. This gratifying growth continues unabated, the number enrolled for the current year, 1914-15, being 2,084, exclusive of students in the Training School. Prob-

ably no other Normal School in the country has had a steadier or more substantial growth and development.

The Faculty has grown from three members, constituting the first organization, to fifty-three members, the number employed for the next scholastic year. Of this number none are substitutes or student teachers, but all are men and women whose scholarship and experience especially fit them for the work for which they have been employed.

As a result of the forty-four years' labor of this institution, 6,201 men and women have been licensed to teach in the public schools of Missouri. Of this number 3,756 have received the Regents' Certificate, a two years' license to teach in Missouri; 2,339 have received the diploma, a life license to teach in the public schools of Missouri, and 106 have received the Rural School Certificate.

The influence of the school on the educational progress of the state and its work in developing the type of citizenship that makes the Missouri of today a rich and prosperous commonwealth cannot, of course, be definitely estimated, but that it has been a potent factor is beyond question.

BUILDINGS

The corner stone of the main building, 160 by 80 feet, three stories high, was laid August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. But the building, as at first projected, was not completed until the summer of 1881.

During the years 1885 to 1886 a wing 66x116 feet was erected south of the center of the main building, and connected with it by a short corridor. This improvement provided greatly increased accommodations for the Training School Department and added six large rooms, two cloak rooms and an Auditorium to the Normal Department. The General Assembly, in 1895, made an appropriation of \$30,000 for the erection of a Science Building.

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a thoroughly modern building of the famous Johnson County

sandstone. It contains a gymnasium especially equipped for women and another for men, occupying an entire floor. Also a bowling alley, locker rooms, bath rooms, Y. M. C. A. and Y. W. C. A. halls, offices and physical testing rooms for physical directors, and rooms for literary societies.

An additional appropriation was made by the same General Assembly of \$22,000, for the erection of a new heating plant, with a second story, for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.

The General Assembly, in 1907, again came to the aid of the school with an appropriation for a Training School building. It was built of native sandstone, directly south of the main group of buildings and connected by a corridor. This building, rebuilt, contains thirty-five rooms, well arranged and equipped for work. The entire first floor is occupied by the Departments of Drawing and Household Arts of the Normal School classes, and the second and third stories by the Kindergarten, the Elementary School and the High School.

All the above buildings except the Gymnasium and the Power Plant were destroyed by fire on the morning of March 6, 1915.

In the face of this calamity the friends of the school thruout the state rallied nobly, the student body, with unfaltering faith and loyalty, stood like a stone wall, and the citizens of Warrensburg responded in that spirit of high courage for which they are noted. Temporary quarters were provided for all classes, needed equipment was ordered by wire; and on Monday morning, March 8, school opened on the regular schedule.

The Legislature, which was at that time in session, in response to a special message from the Governor, met the emergency in true Missouri style by appropriating \$250,000 for immediate building purposes.

Plans have been accepted by the Board of Regents for a complete new plant, made up of separate fire-proof buildings. Three buildings, Training School, Science Hall, and Academic Hall, will be started at once and pushed to early completion. The Training School building will be ready for

occupancy in September and the Science Hall in the early winter.

Thus out of our present misfortune will rise a greater and better school plant; and the students of the future will be better provided with working room and equipment than were those of the past.

In the meantime provision has been made for housing the school in the Gymnasium and rented buildings close to the school grounds, so there need be no hesitancy whatever on the part of any prospective student in coming to the school this fall.

LOCATION

The fact that for forty-four years Warrensburg has been one of the active educational centers of the state, has not been without influence upon the town, and the intellectual atmosphere is that which characterizes our best college towns, the school being easily the central interest of the community. Warrensburg is a town of homes, and the citizens are in every way hospitable toward the student body. Most students board under home influences and enjoy home conveniences. The churches welcome students as an actual force in their services, and a large per cent of the faculty and student body are engaged in religious work.

Pertle Springs, one of the well-known summer resorts in the state, is but one mile from the campus. A great number of religious, political and social conventions and meetings occur here each year, and afford the students opportunities, especially in the summer time, to hear distinguished speakers, that otherwise they would in all probability never hear.

EQUIPMENT

Happily, the period of greatest inconvenience caused by the fire of March 6th is now passed. The several departments are provided for at no great distance from the campus. To the credit of the student body it should be said that none left when the buildings burned, while the large attendance during the summer term is added proof that students realize a school is not a group of buildings. In-

deed, the inconveniences caused by the fire have been so few and of such brief duration that no one should hesitate to attend the school because the buildings burned. The character of work done by students has been excellent, the ideals of the school have risen to meet the conditions, and to be a graduate of this school will be a larger educational asset in the future than ever before.

By means of an appropriation of \$250,000 by the State Legislature for rebuilding, a new Training School building and a new Science Hall will be ready for occupancy in the autumn of 1915.

The main building, which will house the administration, academic and professional departments, will also be erected at once. This building will be over 260 feet in length. It will contain an auditorium on the ground floor which will seat 1,500 students—nearly twice as large as the old auditorium. These new buildings will be fire-proof, and provided with the best systems of lighting, heating and ventilating. Every means for safety and comfort will be provided, and the location of the new buildings on the campus will add to its former beauty.

The equipment for the technical departments was not destroyed by the fire. On the other hand, a large equipment in machinery for wood-work has been added in the Manual Training department. Apparatus for science work has been purchased to meet the present needs. The new library already numbers 14,000 volumes and is highly serviceable. The large Gymnasium, provided with electric fans and ventilators, serves as a reading room and assembly hall.

Special attention should be called to the equipment in agriculture. The school farm is rendering large service through its experimental work, not only to students but to all farmers of the district who seek its advantages.

PURPOSE OF THE SCHOOL

It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence, the genius of our government implies an educated citizenship. Missouri, in common with most of the American states, realized, practically from its founding, the necessity of an edu-

cated citizenship. This attitude of the state towards the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. The State of Missouri does this through its public Normal Schools, whose function is the education and preparation of teachers for the schools of the state. The Revised Statutes of 1899 declare the Normal Schools to be established to fit young men and young women to be "competent teachers in the public schools of the state." In the same statutes the public schools of the state are defined to be elementary schools and high schools, and provision is made for the support and control of the one class of schools as much as the other; so it is incumbent upon the Normal School to provide education and training of teachers for both classes of schools.

It has been correctly said, "The State Normal School is not an institution for general culture for its own sake; it is a special school—a professional school. Its purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the state." A Normal School being characteristically professional, the dominant interest centers in that training which the school affords to those preparing to be teachers. This school is especially organized for professional work in its departments of Psychology, Pedagogy and the Training School.

The Training School applies the professional knowledge of the departments of Psychology and Pedagogy in actual teaching by the students in the Kindergarten, the Elementary School and the High School. These three departments constitute the three divisions of the continuous process in the professional preparation of a teacher.

Academic and technical preparation must of necessity proceed along with or before professional instruction. The academic instruction of a Normal School must be exact, thorough, broad. The student of a Normal School is thoroughly grounded in the subjects he is to teach, and more, his courses must extend beyond public school subjects, to give the broader outlook for sources of material and clearer insight into methods and means of investigation. With the claims now made upon the schools for industrial and vocational instruction, the Normal Schools cannot be less exact-

ing or extensive in the study of the special or technical subjects. In all departments of instruction this school does not lose sight of the fact that it is a professional school—that its work is that of training teachers. The attitude of the teacher to subject-matter is not forgotten. The student is constantly made to realize that the methods of acquiring knowledge is of importance as well as the plans for imparting information.

It is believed that in following the plans thus set forth this school can hope for a reasonable success in carrying out the purpose of a State Normal School—that of fitting “young men and young women to be competent teachers in the public schools of the state.”

THE GOVERNMENT OF THE SCHOOL

In the government of the school the largest liberty consistent with good work and order is allowed. The disciplinary power of the institution is brought to bear upon the student only to bring him to a rational understanding of freedom and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes a lady or a gentleman, or who is found not to be adapted to school work for other reasons, to withdraw from the institution.

DEPARTMENTS OF TECHNICAL SUBJECTS

These departments are Commerce, Drawing, Household Arts, Manual Training, Music, Physical Education. Each department is provided with special apparatus needed for its work.

STUDENT ORGANIZATIONS

All these organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts and in doing things that have real educative value. Faculty assistance and direction is reduced to a minimum.

THE LITERARY SOCIETIES

The Literary Societies—six in number—the Athenian, the Baconian and the Irving for young men; the Campbell, the Osborne and the Periclean for young women—are under the general control of the faculty and the immediate supervision of patrons appointed by the President.

Each society holds its regular meetings during the school year once a week, at which times programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc. Here the students are able to secure practical drills in public deportment and address. The patrons from the faculty assist the several societies at different times and offer criticism on the programs. In addition to this, during the year contests in oratory, debate and declamation are held between the several societies of the school, and between the different schools of this and other states. All contests of this nature are under the control and supervision of the Faculty Committee of Debate.

In the inter-society contests for 1914-15 the following were the successful contestants: In debate, first, Walter Spiess (Baconian); second, Homer Rogers (Athenian).

In oratory, first, T. G. Woolsey (Athenian); second, Ray Karls (Baconian).

In declamation, first, for girls, Grace Dale (Osborne); for boys, William L. Bradshaw (Athenian).

The splendid school spirit that is engendered in the students through the societies, and the culture that comes to

them through association and contact with the best minds in the student body, are beyond calculation.

THE CHRISTIAN ASSOCIATIONS

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional purposes, and occasional social gatherings. The associations are factors for good in the school and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

The new and well furnished halls for the Christian Associations are located in the Dockery Gymnasium.

These organizations are affiliated with the State organizations with headquarters at St. Louis. The State Secretaries make at least one visit during the year and several delegates represent the organizations in the State meeting in October. There are, besides the officers of the student body, an auxiliary board on the faculty and another composed of alumnæ residents in the town.

Y. W. C. A. HOUSE

This is a dormitory accommodating between fifty and sixty women. It is located at the corner of Holden and Ming streets, three and one-half blocks from the campus. Its modern conveniences consist in steam heat and electric lights in all rooms, and twelve bath rooms, from which hot and cold water may be had at all times. There is a laundry, equipped for the use of the girls, for a fee of twenty-five cents per month. The double parlors for the girls' use are on the first floor, and a nicely equipped study room on the second floor. Table board is \$2.50 per week. Rooms vary in price; single rooms rent for \$5.00 per month, double rooms for \$7.00 to \$10.00 per month.

Two teachers will be in residence during the year. A chaperon will be in charge. The social activities of the house are directed by a house committee composed of stu-

dents. Good form and studious atmosphere are the standards of the house.

Students who wish to live in the dormitory should write in advance to the faculty head of the house—Miss Pauline A. Humphreys.

CLUBS

The school has a number of organized clubs, the membership in which is voluntary. Their organization is encouraged for the opportunities they give for self-government and self-activity in such lines as the students may have special interests. At the present time the following organizations are reported as having large, active memberships and doing successful work:

THE SCIENCE CLUB

The Science Club is to stimulate a more general interest in scientific work and to bring the student somewhat in touch with the methods of scientific research. Membership is confined to students and teachers of the Science Departments. Meetings are held bi-weekly from September to June.

The several Science Departments are organized under a chairman for the purpose of securing efficiency in each department and unity of work in all.

THE DEBATE CLUB

The Debate Club is doing excellent work in assisting young men to develop their powers of argumentation and to think accurately and quickly on their feet in public places. The club works in harmony with the different societies of the school and stimulates and augments their work in debate. Much is expected of the club during the coming year.

THE DRAMATIC CLUB

The Dramatic Club was organized during the Fall Term of 1909 and already has made itself felt in the student

body. Meetings are held weekly, on Thursday afternoons, during the Fall and Winter quarters, at which times topics of interest to dramatic students and *resumés* of the most successful modern plays are presented.

Plays suitable for school purposes are "tried out," and interesting instructive discussions are carried on relative to the best methods of play production for social occasions. Members of the club enjoy the opportunity of appearing under competent direction, and in this way gain valuable knowledge of stage deportment.

MUSICAL ORGANIZATIONS

There are at this time several musical organizations in the School—a large chorus composed of young ladies and gentlemen, a girls' chorus, the Normal men's glee club, a band, an orchestra and a mandolin club. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.

TENNIS CLUB

On a well shaded portion of the campus are six tennis courts for the free use of the students. This most delightful and wholesome outdoor sport is growing more in popularity with the students each year. Two afternoons each week are set aside for the young ladies' classes in Physical Training. These classes are especially helpful to beginners in tennis.

The courts are under supervision of the Athletic Department.

ALUMNI ASSOCIATION

All full graduates are members of the Alumni Association. The membership is now 2,339.

The supreme test of the value of a school to the commonwealth is the quality of its Alumni. Among our graduates are many who have attained distinction in the world of educators, and many who have achieved success in other

lines. The graduates in direct contact as they are with the larger thought, environments and ideals of the state owe to their Alma Mater a contribution to her efforts for finer character, higher culture and larger citizenship. The Alumni Association should be and is a useful factor in the upbuilding of this Normal School.

The School is justly proud of the large number that either return from year to year to do graduate work, or enter the colleges and universities to do work for higher degrees; it indicates that the work and school life of this institution give a stimulus and educational momentum that is worth while.

Wednesday of Commencement Week is Alumni Day. The events of Wednesday, May 26, 1915, were particularly impressive because of the trying circumstances through which the School is passing, owing to the recent fire, and the deep feeling manifested by the large number of Alumni present.

Resolutions were adopted instructing the Association to use every means available to assist the School, thanking Dr. Hawkins for his years of faithful service, and pledging loyal support to the new administration.

The spirit of loyalty in this meeting gives assurance of even more effective work on the part of the Alumni Association.

Officers for the ensuing years are as follows:

- President.....Mrs. O. L. Houts
- First Vice-President.....Miss Flora Dutcher
- Second Vice-President.....John Diefendorf
- Secretary.....Maurice D. Mohler
- Treasurer.....Dr. E. H. Gilbert

MISCELLANEOUS INFORMATION

THE LECTURE COURSE

For a number of years this institution, through its Faculty Lecture Course and Entertainment Committee, has maintained a course each year of high-class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in providing the lecture course is to offer the best educational influences to the students and the community. All surplus funds derived from the sale of tickets are expended in the improvement of the succeeding course, and in that way the course of each succeeding year has regularly become stronger. The course for 1915-16 numbers among its attractions several of the strongest people now before the public, such as Henry J. Hadfield, Henry Turner Bailey, and the Metropolitan Quartet.

INTER-HIGH SCHOOL LATIN CONTEST

Competitive Latin examinations will be held at 10 a. m., April 15, 1916. Open to all students in the Second Normal District. Free scholarships will be awarded as follows to students showing the most proficiency from schools offering:

1 year of Latin.....	2 terms
2 years of Latin.....	2 terms
3 years of Latin.....	3 terms
4 years of Latin.....	4 terms

Where Cicero and Vergil are alternated in the third year, this will be taken into consideration.

The successful contestants for 1915, named in order, were:

Muriel Keller, Sedalia.....	4 years of Latin
Edna Chalfant, Knobnoster.....	3 years of Latin
Stanley Bell, Tipton.....	2 years of Latin

INTER-HIGH SCHOOL DECLAMATORY CONTEST

At the annual meeting of the Board of Regents, 1909, three prizes, consisting of four, three and two terms' attendance at the Normal, free of all fees, were authorized to be awarded to Senior students of high schools in the Second Normal District winning first, second and third places in declamatory contests held annually in Normal Auditorium. Each school is permitted to send two contestants, one boy and one girl. The contests between boys are separate from contests between girls. These contests are under the management of the English Department.

The following were the successful contestants, 1915:

GIRLS: First place, Flora Holloman, Boonville; second place, Helen Hulse, Butler; third place, Emma Hogan, Warrensburg.

BOYS: First place, Harry Settle, Harrisonville; second place, Clarence Stark, California; third place, Leonard Waterhouse, Oak Grove.

INTER-HIGH SCHOOL TRACK MEET

The Eighth Annual Inter-High School Track and Field Meet, combined with the Central Missouri Meet, and known as the Fourth Annual Inter-High School Track and Field Meet of the Warrensburg-Central Missouri Teachers' Association, was held on the Normal Field April 17, 1915.

Clinton won the meet with a total of thirty-two and one-half points and Harrisonville was second with thirty-one points. Clinton won the Trophy Cup for the relay race.

The standing of the first three schools is as follows:

Clinton, 32½; Harrisonville, 31; Windsor, 12.

SCHOLARSHIPS

Friends of the late Professor H. D. Demand have contributed a memorial fund sufficient to pay the school fees of one student each year. The student who receives the scholarship is selected by the President and the Department of History, from the list of special students in History of the Freshman and Sophomore years. (Formerly known as Junior and Senior years.)

Y. W. C. A. SCHOLARSHIP

The Normal Y. W. C. A. has established a valuable scholarship. Any needy person of high scholarship and strong moral and religious character may apply. The scholarship will produce not over \$60.00 per quarter.

Two annual free scholarships have been established by the Commercial Club of Warrensburg, to be awarded to the girl and the boy graduating with the highest standing from the rural schools of Johnson county. These scholarships bear the name of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys. The Daughters of the Revolution Scholarship was established by the local organization of that society and is awarded annually to the student selected by that society.

The following scholarships are authorized by the Board of Regents: The Women's Federated Clubs Scholarship, to student recommended by the Kansas City Club; the Declamatory Contest Scholarships are awarded on the Annual Inter-High School Contest; the boy and the girl receiving highest standings each twelve months, four terms scholarship; the boy and the girl receiving second places, each nine months' scholarship, and the boy and the girl receiving third place, each a six months' scholarship.

For the Inter-High School Latin Contest, scholarships are awarded to the same number as in the Inter-High School Declamatory Contest.

OSBORNE-CAMPBELL MEMORIAL FUND

The Alumni Association in 1910 founded a Student Aid Fund, which is known as the Osborne-Campbell Memorial Fund. This fund is a memorial to Dr. George L. Osborne, who was for almost a quarter of a century President of this School, and to Professor J. J. Campbell, who worked in the School for twenty-five years as Professor of English. The noble lives of these men are a perpetual benefit to those who knew them; this fund is to keep them in the minds of those who come in later days.

In the past four years the fund has been the means of helping many students to remain in school at times when it was necessary to borrow money or leave school.

The fund is in the hands of the Board of Regents and will be loaned to worthy students in sums not greater than fifty dollars, for terms not exceeding two years, and at the interest rate of 3 per cent per year.

SCHOOL PUBLICATIONS

BULLETINS

The Institution issues four bulletins a year:

In July, the Annual Catalog.

In October, a Department Special.

In January, the Spring Term Special.

In April, the Summer School Special.

THE RHETOR

This is the Class Annual, and is issued by the Seniors in June of each year.

THE NORMAL STUDENT

A weekly paper edited by the student body.

TRAINING DEPARTMENT HIGH SCHOOL

It sometimes proves convenient for younger brothers or sisters of students who are in attendance in the Normal School to enroll in the Training School. Tuition is free and the equipment excellent. Pupils who have completed the rural school course, or the work of the eighth grade, may enter the High School Department of the Training School. For information concerning the advantages offered in this department, write to the Superintendent of the Training School.

CORRESPONDENCE STUDY DEPARTMENT

The demand of students who are prepared and yet are unable to do residence work in school has led the Normal School to offer a limited number of courses by correspondence. As far as used, the plan has proved highly satisfactory. Anyone who has finished the high school course and is interested in doing a limited amount of work in this manner should address the Correspondence-study Department for circulars.

ENTRANCE REQUIREMENTS

CONDITIONS OF ADMISSION

SCHOLARSHIP—See general statements under Rural School Course and Advanced Normal School Course.

CHARACTER—Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county commissioner or superintendent, or some other person of well known integrity, is sufficient.

AGE—Applicants for admission to the Advanced Normal Courses must be sixteen years of age; to the Elementary Normal School Course, fifteen years of age.

LEGAL—In compliance with the laws of the state, every student on entrance is required to sign the following pledge to teach:

“I hereby declare that it is my intention to follow the business of teaching in the public schools of this state, and that I voluntarily enroll myself as a student in the State Normal School at Warrensburg for the purpose of preparing for that work.”

ACCREDITED WORK

TEACHERS' READING CIRCLE

One-third of a unit or $2\frac{1}{2}$ hours' credit is given to those who read the three books for 1915-16 and successfully pass an examination on two of them under a County Superintendent at the regular March examination. The Normal School will furnish the questions and will examine the manuscript.

ELEMENTARY SCHOOLS

Applicants holding the certificate of graduation from a rural school or a certificate of graduation from an elementary school or a county certificate will be granted entrance to the Elementary Normal School Courses.

HIGH SCHOOLS

Graduates of approved first class high schools who have met the minimum requirements as outlined by the State Superintendent will be granted unconditional entrance to any of the Advanced Normal School Courses.

Graduates of other classified high schools will be granted the rating made by the State Superintendent's reports.

All work done in unclassified schools will be rated according to the record made by the individual students; the credits to be determined after one or more terms in residence.

COLLEGES, NORMAL SCHOOLS, ETC.

Students from other Normal schools and colleges with membership in the Missouri College Union or other institutions of similar grade may receive full credit for work completed in these institutions.

Graduates of a college of the College Union and the School of Mines or colleges of equal rank may receive the Normal diploma upon the completion of 30 semester-hours of college work. The work must include the required subjects in Education.

ADVANCED STANDING BLANKS

All students desiring to have credits accepted should apply in person or by letter to the Dean of the Faculty. Upon request, blanks will be sent to the authorities of the school in which the credits were made.

CERTIFICATES AND DIPLOMAS

1. RURAL SCHOOL CERTIFICATES (issued by State Department)—On completion of the Rural School Course.

2. REGENTS' CERTIFICATE—On completion of Elementary Normal School Course, if the proper educational work is elected.

3. LIFE CERTIFICATE DIPLOMA—On completion of two years of the Advanced Normal School Course.

4. HIGH SCHOOL TEACHERS' DIPLOMA—On completion of three years of the Advanced Normal School Courses.

5. BACHELOR OF SCIENCE IN EDUCATION—On completion of four years of the Advanced Normal School Course.

All candidates for any of the above certificates or diplomas are required to be in attendance at *least nine months*. All candidates must have good moral character and must have a majority of grades used above I (inferior). Applications for the certificate or diploma must be filed with the

Registrar at least four weeks before the time when it is to be issued.

Special Examinations are given only by the consent and under the direction of the heads of the departments concerned.

Class honors are based on the average of all grades made by the student in this School, and those receiving first honors will have public mention on Commencement Day.

LEGAL VALUE OF THE CERTIFICATE AND THE DIPLOMA

The Regents' Certificate entitles the holder to teach in the public schools of the state, without further examination, for a period of two years.

The Diploma entitles the holder to teach in any of the public schools of the state, without further examination, for life.

EXPENSES

SCHOOL FEES

The school year is divided into four terms, designated as the Fall, Winter, Spring and Summer Terms, of equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of \$6.00, or a total of \$24.00 for the four terms of the year. If the student desires to pay for the full year in advance, the rate is \$20.00; for three terms, \$16.00; for two terms, \$11.00. The student is not entitled to the privileges of the class room nor of the school generally until he presents the Treasurer's receipt for the incidental fee.

In the Biology, Chemical, Physical and Agricultural laboratories, and in the Manual Training and Domestic Science departments, an additional laboratory fee of fifty cents a term is charged, to pay for material. Breakage is extra. The Cooking School fee is \$1.00 for each term.

The Gymnasium fee is \$1.00 for a year or any part of a year. Except for the use of lockers, this fee entitles the

student to all Gymnasium privileges, including free tickets to all games on the athletic field.

A deposit of \$1.00 is required for a private locker in the Gymnasium. Seventy-five cents will be refunded when the key is returned.

TEXT-BOOKS FURNISHED

Text-books are furnished at a rental fee of \$1.00 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from \$15.00 to \$25.00 a year. A text-book deposit fee of \$3.00 is required to insure proper use and safe return of books. This amount is refunded when books are returned in good condition. This system of practically "free text-books" means a very great saving of expense to the students.

BOARD AND ROOMS

The School has no boarding department. Students board at private houses. There is no scarcity of accommodations within easy reach of the Normal building at reasonable prices.

Board can be obtained at rates ranging from \$3.25 to \$4.50 per week, including room, fuel and lights—two persons occupying one room. Those who room alone will generally have to pay a higher price.

Students who desire to board in clubs can reduce the expense to \$2.00 to \$3.00 per week by practicing economy.

A limited number of women can obtain furnished rooms for self-boarding at fifty cents per week for each occupant, or \$1.00 per week when a student rooms alone. Students availing themselves of this arrangement are expected to provide everything except furniture, mattresses, heating stove and cooking stove.

Unfurnished rooms can be rented at \$1.50 to \$2.50 per month, the price depending on the location.

By club boarding some students reduce the expenses for one term to \$35.00, and the expenses for one year, not including summer school, to \$110.00.

On the whole it is our experience that family boarding is more satisfactory, and the entire expense, including such boarding, can come within \$50.00 a term, or less than \$150.00 for a school year, three terms.

The faculty holds that women should secure homes offering rooms to women only, and that men should patronize homes where rooms are offered only to men. The Dean of Women will recommend only homes conforming to this opinion.

As a general rule, it is best not to make a contract for board till after arrival in Warrensburg. The students are urged to call at the office of the Dean of Women, Mrs. Mary V. Neet, in the Normal building. All boarding houses are listed with her.

When students leave the train they should look out for the committee of the Christian Associations, wearing badges. Members of this committee meet all trains at the beginning of the terms. At other times young women traveling alone will be met at the depot if the President or the Dean of Women is notified of the time of arrival.

HOW TO ENTER THE SCHOOL

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Study the daily program, with the assistance of some member of the Classification Committee, who will fill out and sign a classification card.

2. Present classification card (thus signed) to the chairman of Classification Committee for approval of program arranged.

3. Obtain registration blanks in the office of the Registrar, and fill out with information asked.

4. Pay fees and deposit money for text-books at Treasurer's office in Normal Building, first week of each term and

later in Citizens Bank, North Holden street. (Hours from 9 a. m. to 4 p. m.)

5. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.

6. Take Program Card to Text-book Library for textbooks.

SUGGESTIONS TO NEW STUDENTS FOR CLASSIFICATION

1. Read carefully the general statements for the course you are planning to take.

2. If you are expecting to take out a Rural Certificate, see page 43.

3. If you are planning to take the first two years of the Advanced Normal School Course, read page 46.

4. If you are preparing to be a High School teacher, principal or superintendent, read page 47.

5. If you are planning to take one of the specializing courses, see "Specializing Courses" in index and read the directions for the course in which you wish to specialize.

6. The following order should be observed in taking the courses in the Department of Education: Elementary Psychology and School Administration should be taken by all graduates of first class high schools the first term in residence. The next course should be Principles of Teaching. School Administration and Elementary Psychology are suggested prerequisites for all Teachers' Courses, Primary Methods, Kindergarten Theory, and Observation. The History of Education is for the students in the second or sophomore year of the Advanced Normal School Course. It cannot be taken until the other work in Education is completed.

7. In the General Course ten (10) hours only in Technical subjects may receive credit.

8. All students are required to take Gymnasium, the minimum requirement being two terms for the Rural Certificate and Regents' Certificates and three terms for the Diploma.

9. All students are required to make a grade in Library Lectures.

10. Students who are graduates of first class High Schools and have not met the minimum requirements of the State Superintendent in the various academic departments must make up such deficiency as soon as possible. Before classification such students should consult the Chairman of the Committee on Standing and Classification.

11. All candidates for the Diploma must offer a minimum of 7½ hours of College English.

12. Students who specialize in the academic departments must elect a minimum of 15 hours above high school requirement in the specializing subjects.

13. Specializing students should consult the Head of the department where the major work is to be done before classification.

14. If a student does not know at the time of entering that he intends to specialize in a particular department he should classify under the General Course.

GENERAL SUGGESTIONS

The beginning of a quarter is the best time for entrance. Students admitted at other times must accommodate themselves to the condition of classes at the time of entrance.

The city residence of every student is kept on record in the office of the Dean of Women. In case of change, the fact should be reported to the Dean at once.

While successful vaccination is not made a requirement, it is recommended that students who have not been vaccinated have it done by their family physician before leaving home.

All wraps, overshoes and umbrellas should be plainly marked by their owners as a means of identification.

RURAL SCHOOL COURSE

Leading to Rural School Certificates

FIRST YEAR

English
El. Algebra
History
General Science (Biological)
Pennmanship

English
El. Algebra
History
General Science

English
El. Algebra
History
General Science

SECOND YEAR

English
American History and Government
Agriculture (Soils, 1b)
H. S. Arithmetic

English
American History and Government
Agriculture (Stock Judging)
Drawing and Music

English
American History and Government
Agriculture (Grain Judging, or Plant Propagation)
Drawing and Music

THIRD YEAR

English
R. S. Management
Physiology
Industrial Arts (2 hours daily) or
Domestic Science (2 hours daily)

English
R. S. Methods I
R. S. Geography
Plane Geometry

English
Rural School Methods II
Rural Sociology
Plane Geometry

This course is designed to prepare teachers for rural schools. It is open to students who hold a certificate of graduation from a rural school, or who have completed the eighth grade of a graded school. It is also open to teachers holding Third Grade County Certificates.

Students who have completed two years or more of high school work may secure this certificate after nine months' residence work.

All students must take the following subjects in residence:

Rural School Management.

Rural School Geography.

Rural School Methods, two terms.

Agriculture, three terms, if not taken in high school.

Rural Sociology.

Four of the following technical subjects: Drawing, Public School Music, Industrial Arts, Household Arts, or Penmanship.

Gymnasium, two terms.

Library Lectures.

NOTE: The Rural School Certificate will not be issued to anyone under eighteen years of age.

NOTE: After January 1, 1917, the Rural School Course will be raised to a four-year course.

FOR RENEWAL OF RURAL CERTIFICATES

The following regulations of the State Superintendent explain the condition under which Rural Certificates may be renewed:

"The Rural Certificate, which is given by the State Superintendent on recommendation of a Normal School, is renewable on its expiration on receipt of a statement that the holder has completed a term of Normal School work after its issue; provided, that the holder has complied with the conditions of renewal of County Certificates. Conditions of the renewal of County Certificates are as follows:

"REQUIREMENT NUMBER 1. Each holder of a renewable certificate, in order to be eligible to have his certificate renewed, must each year, during the life of his certificate, attend either the State Teachers' Association, his County Teachers' Association or meeting, or a District Teachers' Association which embraces several counties. In case of his failure to attend his County Association, attendance at three township or district meetings during that year may be accepted instead of the attendance of the County Association. This requirement may be waived for teachers in large cities which are, by Section 10932, exempt from the supervisory powers of the County Superintendent, provided such cities have at least semi-monthly meetings for seven months each year, in which professional work, approved by the State Superintendent, is being done.

"REQUIREMENT NUMBER 2. Each holder of a renewable certificate must also do the Reading Circle Work to the satisfaction of the County Superintendent for two years for each renewal. Passing grades in extension or correspondence courses approved by the State Superintendent of Schools shall be accepted by County Superintendents instead of Reading Circle Work. Passing approved summer school grades shall be accepted in lieu of Reading Circle Work. Summer school, extensions, or correspondence grades must in all cases have been made since the issue or former renewal of the certificate to be renewed. Reading Circle Work of special merit, conducted by City Superintendents, with the approval of the State Superintendent, shall be accepted in lieu of the regular Reading Circle Work."

HOWARD A. GASS,
State Superintendent of Schools.

ELEMENTARY NORMAL SCHOOL COURSE

I. A FOUR YEARS' COURSE OF HIGH SCHOOL RANK

For entrance, students must present certificates of completion of eighth grade or graduation from a rural school. For subjects by years see Departments of Instruction.

1. REQUIRED SUBJECTS, 10 UNITS AS FOLLOWS:

English	3 units	History	2 units
Algebra	1 unit	Science	2 units
Plane Geom.	1 unit	Technical Subjects	1 unit

2. ELECTIVES, 6 UNITS FROM FOLLOWING SUBJECTS:

English	1 unit	Foreign Languages	4 units
Mathematics	2 units	Technical Subjects	2 units
History	2 units	Education	1½ units
Science	2 units		

3. MAXIMUM AND MINIMUM UNITS THAT WILL BE ACCEPTED IN EACH SUBJECT ARE INDICATED AS FOLLOWS:

English	4	3	Teachers' course in Hist.	1/3	1/3
Algebra	1 2/3	1	*Nature Study	1/3	1/3
Plane Geom.	1	1	Physiology	1/3	1/3
*Solid Geom.	1/3	1/3	Agriculture	2	1
*Trigonometry.	1/3	1/3	Phys. Geog.	1/3	1/3
High School Arith.	1/3	1/3	*Economics	1/3	1/3
Hist. and Gov't.	4	2	*Economic Geog.	1/3	1/3
Latin	4	2	Music	2	2/3
German	3	1	Drawing	2	2/3
French	3	1	Industrial Arts	2	2/3
Physics	1	1	Commercial Subjects	1	1/3
Chemistry	1	1	Household Arts	2	1 1/3
Biology.	1	1	Education	1 1/3	1 1/3
General Science	1	1	*Teachers' Courses	2/3	2/3

NOTE 1: Before the diploma will be issued to any student who offered the minimum amount of credit allowed as indicated above in Mathematics, History or Science, when the Elementary Normal School Course was completed, he will be required to offer at least 7½ hours from each department where such minimum was used.

NOTE 2: Students who make application for the Regents' certificate at the end of the Elementary Normal School Course must offer credits in the following subjects. Education: Elementary Psychology 1/3 unit, School Administration 1/3 unit, Special Methods 1/3 unit, Observation 1/3 unit, Teachers' Courses 2/3 unit, American History and Government 2/3 unit, Agriculture 2/3 unit, and Physiology 1/3 unit.

NOTE 3. The required unit of technical subjects must be distributed as follows: Penmanship, one term; Music, two terms; Drawing, two terms, and Industrial Arts or Household Arts, one term.

NOTE 4. The term "unit" as used for measuring credits in the Elementary Normal School Courses represents the successful pursuit of an academic or educational subject for three terms of twelve weeks each. Technical subjects requiring the same preparation outside of recitation periods as academic and educational subjects receive the same credit; and technical subjects not requiring such preparation receive half credit.

NOTE 5. Courses marked (*) may be elected in the fourth year only.

REGENTS' CERTIFICATE

COURSE FOR GRADUATES OF FIRST CLASS HIGH SCHOOLS

Graduates of accredited first-class high schools or schools of equivalent rank may secure the Regents' Certificate on the completion of thirty (30) hours of college work done in residence. The requirements are as follows:

Elementary Psychology	2½	hours
School Administration	2½	hours
Special Methods	2½	hours
Teaching in the Training School, or Observation...	2½	hours
Teachers' Courses (one of which must be English) ..	5	hours
Electives	15	hours
Gymnasium	2	terms
Library Lectures.		

NOTE: Not more than five hours of the Electives may be Technical Subjects. Students must elect 2½ hours of Agriculture if this subject has not been studied in high school.

ADVANCED NORMAL SCHOOL COURSES

THE SIXTY (60) SEMESTER HOUR COURSE

The first diploma, issued on the completion of sixty hours above high school, represents ability to teach and supervise in the Elementary Schools. The entrance requirement is the completion of the Elementary Normal School Course, graduation from a first class high school, or a school of equivalent standing.

1. REQUIREMENTS IN EDUCATION

The student is required to complete twenty-five (25) semester-hours in Education as follows: Elementary Psychology, 2½ hours; Observation

and Teaching, $7\frac{1}{2}$ hours; History of Education, 5 hours; Electives, 5 hours.

NOTE: Any student who specializes may offer the Teachers' Course of the department in which he is specializing in lieu of $2\frac{1}{2}$ hours in Education.

2. GENERAL ELECTIVES

The student must complete thirty-five (35) semester-hours in general electives in subjects of college rank. In this election not more than ten hours may be used from Technical Subjects and Physical Education. Each student must elect five (5) hours in Teachers' Courses for this diploma, but if five hours in Teachers' Courses were used on a Regents' Certificate this will satisfy the requirement.

NOTE 1: In case a Regents' Certificate is issued at the completion of the Elementary Normal School Course, the $1\frac{1}{3}$ units required in Education will count as 10 hours of the educational subjects in the above list.

NOTE 2: Students who used the $1\frac{1}{3}$ units or 10 hours in Education for a Regents' Certificate at the completion of the Elementary Normal School Course must complete, in lieu thereof, 10 hours additional electives in academic subjects.

NOTE 3. All candidates for this diploma must offer a minimum of $7\frac{1}{2}$ hours in English of college rank.

NOTE 4: Specializing students in any academic department must elect a minimum of 15 hours in that department.

HIGH SCHOOL TEACHERS' DIPLOMA

THE NINETY (90) SEMESTER HOUR COURSE

This diploma represents ability to supervise and teach in High Schools. Students who have completed the work for this diploma will be recommended directly to teach the high school subjects in which the major work was done.

Requirements and conditions:

1. All the requirements and conditions of the sixty (60) semester-hours course.

2. Thirty (30) semester-hours of additional and advanced work, of which at least five semester-hours shall be in Education. The election of the other twenty-five (25) hours to be determined by the heads of departments and the President of the Faculty.

BACHELOR OF SCIENCE IN EDUCATION

THE ONE HUNDRED TWENTY (120) SEMESTER HOUR COURSE

Requirements and conditions:

1. All requirements and conditions of the sixty (60) semester-hour and the ninety (90) hour courses.

2. Of the thirty (30) additional semester-hours all shall be of Advanced College rank. If following the General Course students must elect a major of fifteen (15) semester-hours in some academic department and not more than seven and one-half ($7\frac{1}{2}$) semester-hours may be devoted to Technical Subjects.

3. Candidates for this degree may elect to specialize thruout the three years in Advanced Normal School Courses in either academic subjects or in technical subjects as outlined in the Specializing Courses.

NOTE 1: No work will be accepted in Advanced Normal School Courses that is not in quality of college rank. All the diplomas issued for these courses are life licenses to teach in the Public Schools of Missouri.

NOTE 2: All the subjects, both required and elective for the Advanced Normal School Courses, are indicated in brief outline under Departments of Instruction.

NOTE 3: The term "semester hours" as used for these courses is the same as that employed by the North Central Association of Colleges and Secondary Schools, and for the present a term of twelve weeks in an academic or educational subject shall be valued at $2\frac{1}{2}$ hours. Technical subjects requiring preparation shall be given the same value, and the technical subjects not requiring preparation shall have half credit ($1\frac{1}{4}$ hours for a term subject).

ELIGIBILITY TO ENTRANCE TO ADVANCED NORMAL SCHOOL COURSES

Graduates of the Elementary Normal School Course outlined above enter the Freshman year of the Advanced Courses.

Graduates of first class high schools who have completed the requirements of the State Department enter the Freshman Class. These requirements are as follows:

English	3 units
Mathematics	2 units
History	2 units
Science	2 units
Electives	7 units

These High School electives may be two additional in mathematics, two additional in history, two additional in science, one additional in English, three or four in Latin, two or three in German, two or three in French, two or three in Greek, one in bookkeeping, one in drawing, one in music, one-half in advanced arithmetic, one-half in industrial geography, one-half in economics. (From State Course of Study for Approved High Schools.)

Any High School graduate who is deficient in part of the above high school requirements must remove such deficiency as rapidly as possible, after which the required subjects in the Advanced Normal Course should be taken.

TEACHERS' COURSES

The following Method Courses in such academic subjects as are taught in the public schools of Missouri are offered and are designated as Teachers' Courses.

Teachers Course in Latin, Course No. 11, Prerequisite 9 terms.

Teachers' Course in German, Course No. 6, Prerequisite 6 terms.

*Teachers' Course in History, Course No. 13a, Prerequisite 3 years.
(For Elementary Grades).

Teachers' Course in History, Course No. 13b, Prerequisite 3 years.
(For High Schools).

Teachers' Course in Mathematics, Course No. 11, Prerequisite 3 years.

*Teachers' Course in Reading, Course No. 8, Prerequisite High School English.

*Teachers' Course in English, Course No. 12, Prerequisite High School English.

*Teachers' Course in Geography, Course No. 12, Prerequisite Elementary Normal Course.

*Teachers' Course in Nature Study, Course No. 8, Prerequisite, Elementary Normal Course.

Teachers' Course in Hygiene, Course No. 8, Prerequisite Elementary Normal Course.

NOTE: Only courses with (*) may be elected as Teachers' Courses by candidates for Regents' Certificate.

SPECIALIZING COURSES

Any student wishing to specialize in any department may do so with the consent of the President and the head of the department, under conditions as follows.

In all specializing courses, as in the General Course, the completion of the first two years' work (60 semester-hours) gives the diploma with designated ability to teach and supervise in the elementary schools, and the completion of the three-year course (90 semester-hours) gives the diploma with designated ability as Superintendent, Principal, Supervisor and Teacher in High School.

Students desiring to specialize in the Sixty-Hour Course in the Technical Departments must meet the following requirements:

Education, 25 hours (2½ hours of which may be a Teachers' Course in the department in which the student is specializing).

English, 7½ hours.

Technical Electives, 15 hours.

Academic Electives, 12½ hours.

All elections must be made with the advice of the head of the department in which the student is specializing.

Upon completion of any specializing course a student receives a diploma marked "special" in the major subject of the course completed.

Students are not permitted to take up Specializing Courses before entering the Advanced Normal School Course.

High School graduates and others who enter school with Freshmen standing are required in every case to conform to the "General Requirements for the Advanced Normal School Courses."

Conforming with these General Requirements Specializing Courses in the Technical Departments have been arranged and are here given.

Specializing Courses in the Academic Departments are not published in this catalog, but can be had upon application to the heads of the departments.

COMMERCIAL COURSE

FIRST YEAR

Elem. Psychol.	2½ hrs.
School Admn.	2½ hrs.
Observation	2½ hrs.
Special Methods	2½ hrs.
Teaching	2½ hrs.
English	5 hrs.
Electives (Academic)	7½ hrs.

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

Accounting

Penmanship	2½ hrs.
Bookkeeping	2½ hrs.

Stenography

Shorthand	2½ hrs.
Typewriting	2½ hrs.

SECOND YEAR

Prin. of Teaching	2½ hrs.
Teaching	2½ hrs.
History of Education	5 hrs.
English	2½ hrs.
Teachers' Course	2½ hrs.
Electives (Academic)	5 hrs.

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

Accounting Course

Penmanship	1¼ hrs.
Bookkeeping	5 hrs.
Commercial Arithmetic	2½ hrs.
Typewriting	1¼ hrs.

Stenography Course

Shorthand	5 hrs.
Typewriting	1¼ hrs.
Commercial English	2½ hrs.
Penmanship	1¼ hrs.

THIRD YEAR

Education	5 hrs.
Shorthand	5 hrs.
Typewriting	2½ hrs.
Commercial Law	2½ hrs.
Public Finance	2½ hrs.
Com'l Geog.	2½ hrs.
Electives	10 hrs.

SPECIAL MUSIC COURSE FOR SUPERVISORS

First Year

Voice, two lessons per week by appointment, also singing in the choruses or playing in the orchestra or the band	
nine months	2½ hours
Advance Sight Singing (two terms).....	2½ hours
Methods in Music.....	2½ hours
Elementary Psychology	2½ hours
School Administration	2½ hours
Principles of Teaching.....	2½ hours
English, Course 5.....	5 hours
English, Course 12.....	2½ hours
Academic Electives	7½ hours

Second Year

Voice, two lessons per week by appointment, also singing in the choruses or playing in the orchestra or the band	
nine months	2½ hours
Harmony	5 hours
History of Music.....	2½ hours
Advanced Psychology	2½ hours
History of Education.....	5 hours
Teaching	7½ hours
Academic Electives	5 hours

Third Year

Voice, two lessons per week by appointment, also singing in the choruses or playing in the orchestra or the band	
nine months	2½ hours
Harmony	5 hours
Counterpoint	2½ hours
History of Music	2½ hours
Orchestration.	2½ hours
Methods in grammar grades and high school.....	2½ hours
Musical Form and Composition.....	2½ hours
Electives	10 hours

SPECIALIZING COURSE IN HOUSEHOLD ARTS

FIRST YEAR

El. Psychol.	2½ hrs.
School Admn.	2½ hrs.
Prin. of Teach.	2½ hrs.
Observation	2½ hrs.
English	7½ hrs.
Food Preparation	5 hrs.
Academic Electives	5 hrs.
Teaching	2½ hrs.

SECOND YEAR

Hist. of Education	2½ hrs.
Sociology	2½ hrs.
Teaching	2½ hrs.
Elective (in Education).....	2½ hrs.
Methods in Household Art.....	2½ hrs.
Hand Sewing	2½ hrs.
Machine Sewing	2½ hrs.
Stenciling and Block Printing.....	2½ hrs.
Academic Electives	10 hrs.

THIRD YEAR

Education		Dietetics	2 ½ hrs.
Electives	5 hrs.	H. Management	2 ½ hrs.
Household Arts		Home Nursing	2 ½ hrs.
Electives.	15 hrs.	Millinery	1 ¼ hrs.
Machine Sewing	5 hrs.	Embroidery	1 ¼ hrs.
Economic Uses of Food	5 hrs.	Academic Electives	10 hrs.
Textiles	2 ½ hrs.		

SPECIALIZING FINE ARTS COURSE

FIRST YEAR

Elementary Psychology	2 ½ hrs.
School Administration	2 ½ hrs.
Observation	2 ½ hrs.
Teaching (Art)	2 ½ hrs.
Teachers' Course	2 ½ hrs.
English	5 hrs.
Brush and Pencil Sketching	1 ¼ hrs.
Comp. and Perspective	1 ¼ hrs.
Advanced Drawing	3 ¾ hrs.
Design	1 ¼ hrs.
Academic Electives	5 hrs.

SECOND YEAR

Principles of Teaching	2 ½ hrs.
History of Ed.	5 hrs.
Teaching	2 ½ hrs.
English	2 ½ hrs.
Electives (in Education)	2 ½ hrs.
Electives (Academic)	7 ½ hrs.
Advanced Book Binding	2 ½ hrs.
Commercial Design	2 ½ hrs.
History of Painting	2 ½ hrs.

THIRD YEAR

Education	5 hrs.
Art	
Cast Drawing	2 ½ hrs.
Dress Design	2 ½ hrs.
Interior Decoration	2 ½ hrs.
Special Problems	2 ½ hrs.
History of Arch. and Sculpt.	2 ½ hrs.
Electives	12 ½ hrs.

SPECIAL PRIMARY TEACHERS' COURSE

FIRST YEAR.

Education

El. Psychology	2 ½ hrs.
School Administration	2 ½ hrs.
Principles of Teaching	2 ½ hrs.
Adv. Psychology	2 ½ hrs.
*El. Psychology	2 ½ hrs.
English	7 ½ hrs.
(Courses to be approved by Supt. of Training School. Juvenile Literature, Meth. in Reading and Prin. of Language preferred.)	
Teachers' Courses.	
Methods in Drawing	2 ½ hrs.
Methods in Music	2 ½ hrs.
*Methods in Industrial Arts	2 ½ hrs.
*Nature Study	2 ½ hrs.

SECOND YEAR

Education

Primary Methods	5 hrs.
*History of Education	5 hrs.
*Kindergarten Theory.	5 hrs.
Teaching.	7 ½ hrs.

TEACHERS' COURSES.

*Hygiene.	2 ½ hrs.
*Physical Education.	2 ½ hrs.
History Methods in Grades.	2 ½ hrs.

Following courses may be elected as substitutes for any of above subjects marked thus *. Substitution must always have the approval of Superintendent of the Training School. Sociology, Special Methods,

Child Study, Supervision of Instruction, Methods in Geography, Reading Methods, Home Nursing.

Third Year—Supervisor's Course in Grades

Sociology.	2 ½ hrs.	Special methods.	2 ½ hrs.
Elementary Curriculum.	2 ½ hrs.	Child Study.	2 ½ hrs.
Supervision of Instruction.	2 ½ hrs.	Art.	5 hrs.
Teaching and Practical Supervision.	7 ½ hrs.	Music.	5 hrs.

As many as three of the Academic Teachers' Courses may be substituted for any of the Educational courses.

SPECIAL KINDERGARTEN-PRIMARY COURSE

NOTE: This course differs from the Special Primary Course only in that 5 hours of Kindergarten teaching and 7½ hours of Kindergarten Theory are required. The electives will be made with due regard to the aims of the course. Some special work in vocal and instrumental music is considered a prerequisite to this course.

DEPARTMENTS OF INSTRUCTION

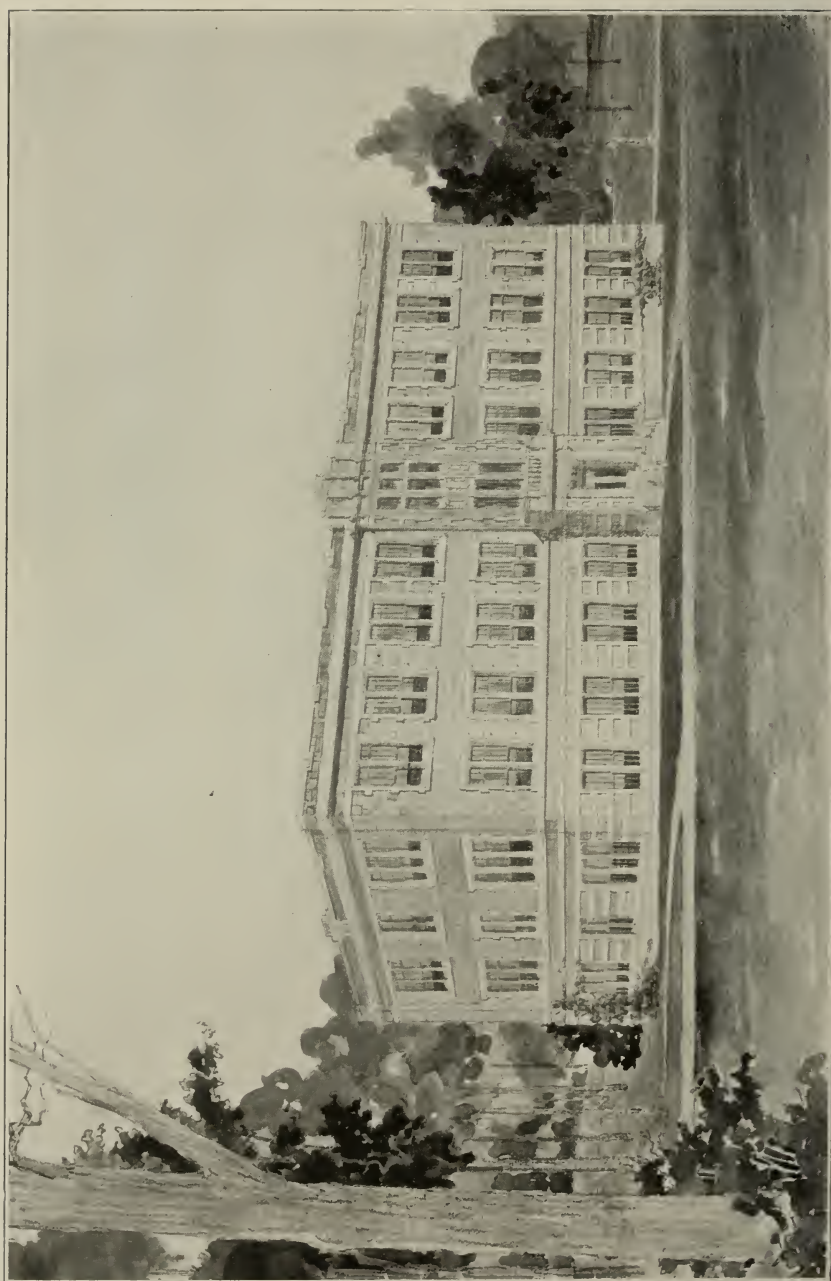
The courses of instruction are listed by departments, and arranged alphabetically as follows:

ACADEMIC DEPARTMENT

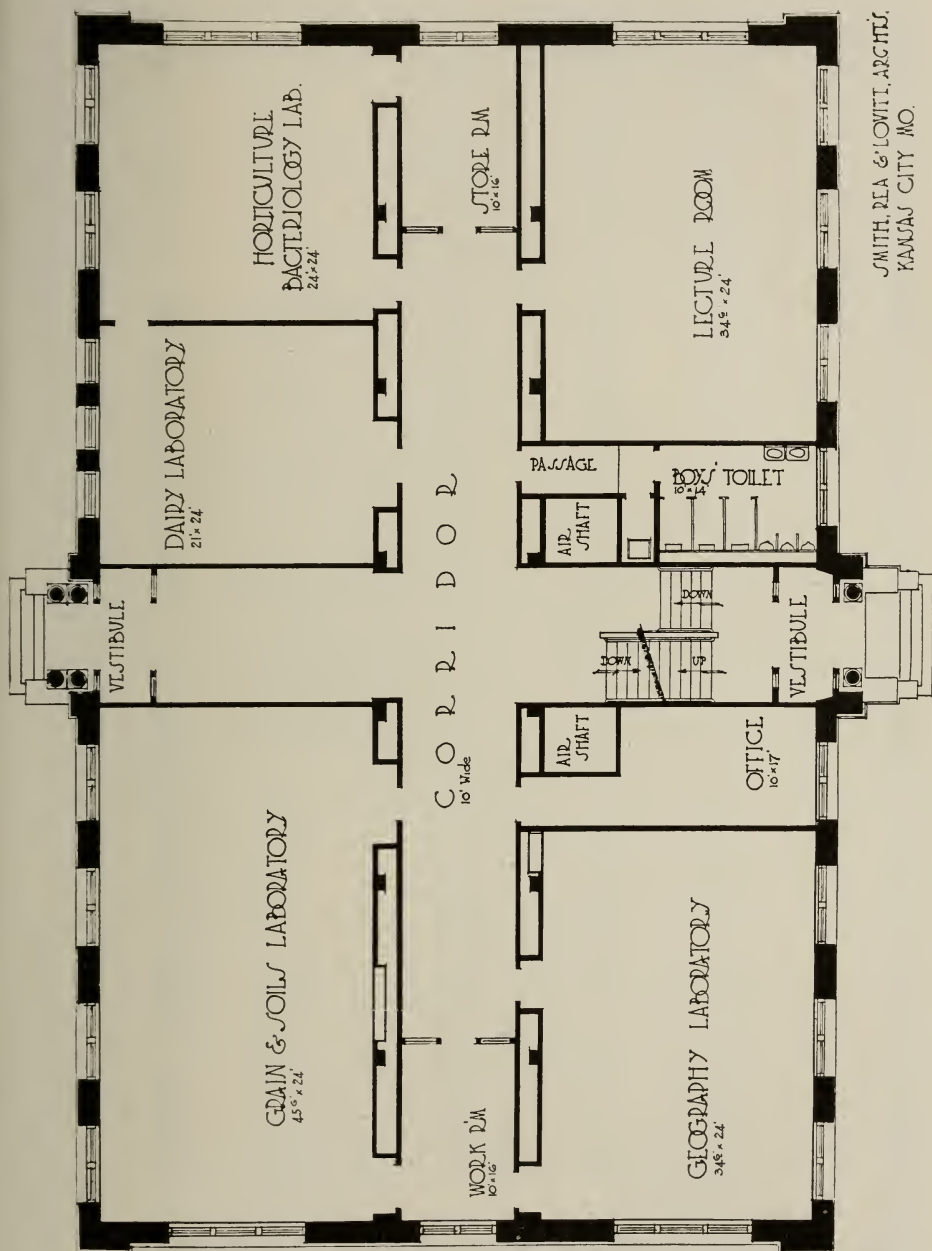
Agriculture, Physiography and Geography.	English Language and Literature.
Biology.	French and German.
Chemistry, Physiology and Hygiene.	History.
Economics.	Latin.
Education.	Mathematics.
	Physics.
	Training School.

DEPARTMENT OF TECHNICAL SUBJECTS

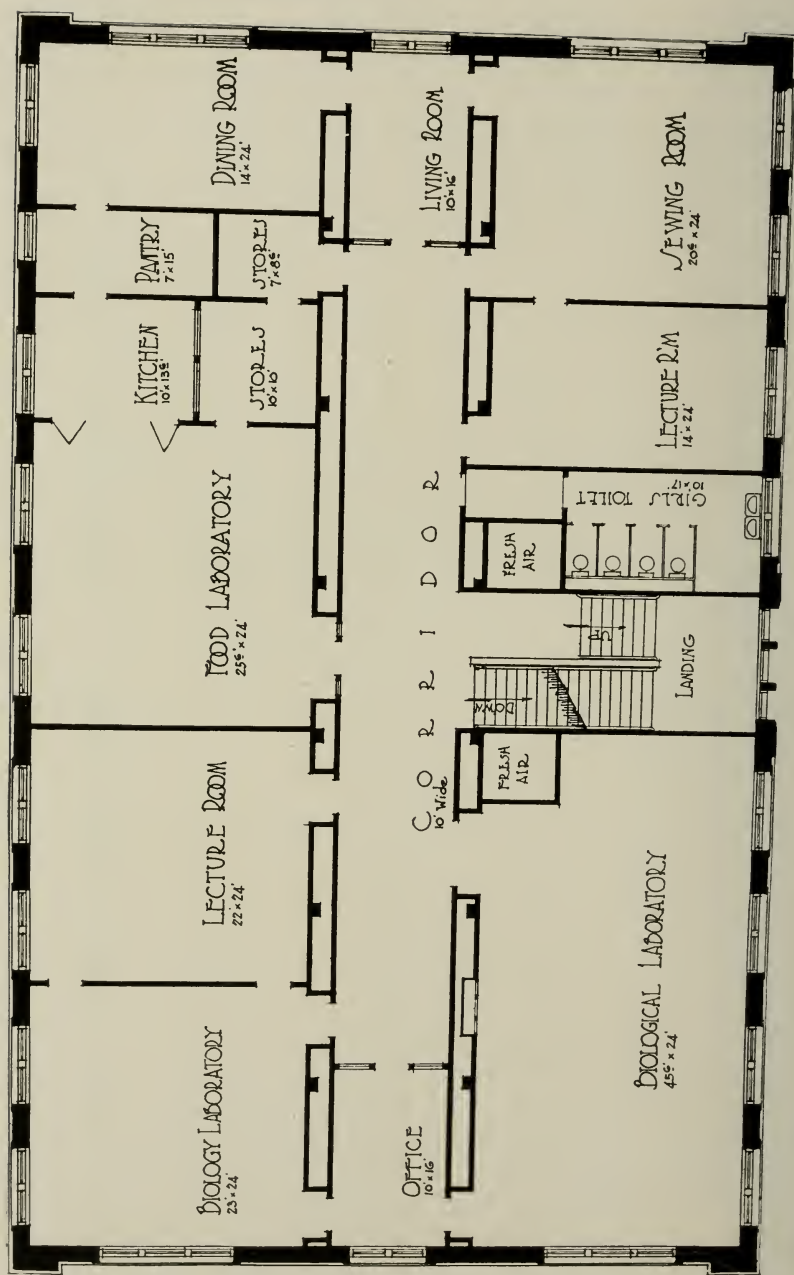
Commerce.	Industrial Arts.
Drawing.	Music.
Household Arts.	Physical Education.



THE NEW SCIENCE HALL

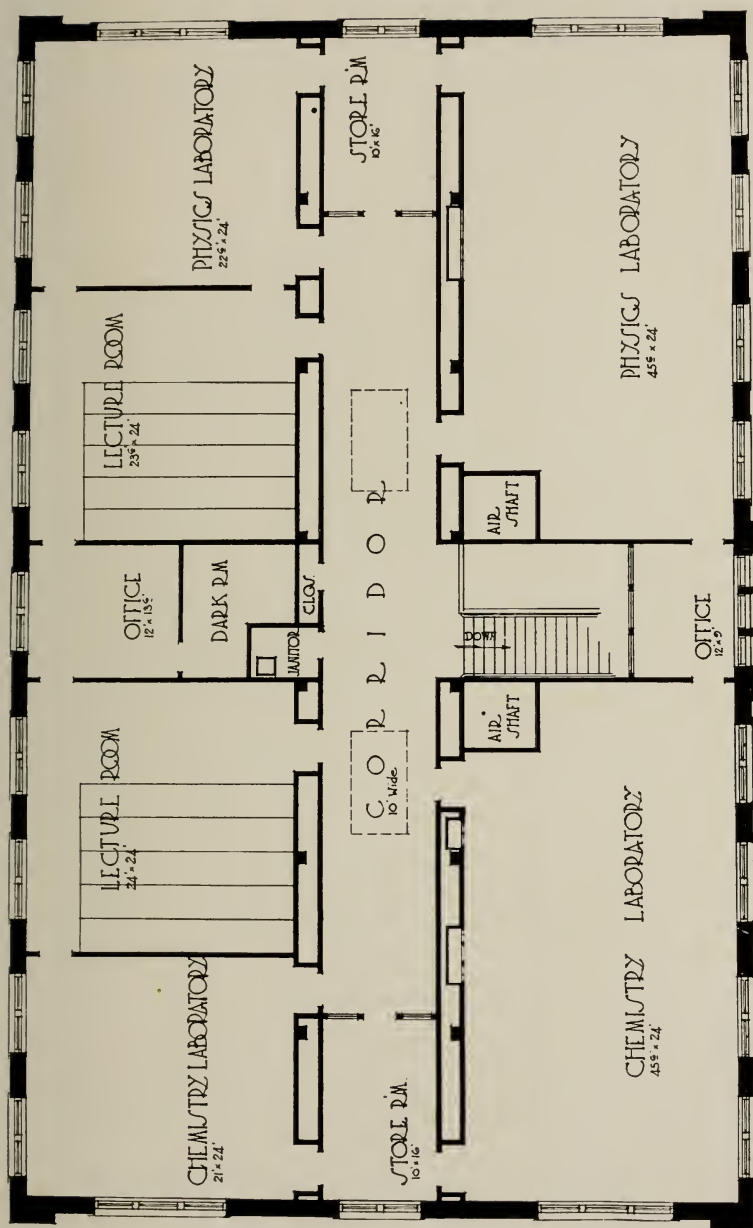


FIRST FLOOR PLAN



SECOND FLOOR PLAN

SMITH, REA & LOVITT, ARCHTS.
KANSAS CITY, MO.



SMITH, REA & LOWITT, ARCHTS
KANSAS CITY, MO.

• THIRD FLOOR PLAN •

AGRICULTURE, GEOGRAPHY, PHYSIOGRAPHY

MR. H. A. PHILLIPS, MR. B. A. PRATT, MR. GEHRS.

Elementary Courses

AGRICULTURE

1. AGRONOMY2/3 unit

1a. *Grain Judging*: This course consists in the actual judging and grading of grains, sorghums, legumes and small seeds; a study of the common weeds and weed seeds; and the method of conducting and judging community product exhibits at the school building. This course requires two recitations and three laboratory periods per week.

1b. *Soils*: This is a laboratory and field course on the origin, texture and classification of soils, and the plant foods found in soils. It teaches how to prepare a suitable seed bed for lawns, gardens, and farm crops. Three laboratory periods and two recitations per week.

2. ANIMAL HUSBANDRY1/3 unit

2a. *Stock Judging*: This course includes the study of the leading types and breeds of horses, cattle, sheep and swine. About one-half the time is devoted to judging live stock. This is the fundamental course in Animal Husbandry.

3. PLANT PROPAGATION AND GARDENING.....1/3 unit

This course includes discussion of the principles and general methods of propagating plants by means of seeds, bulbs, cuttings, layers, grafting, budding; laboratory exercises and demonstration in propagating common fruits, flowers and shrubs; the location, selection of varieties, transplanting, cultivation, pruning and spraying of the orchard, the planning and care of fruit, vegetable and flower gardens.

Advanced Courses

4. AGRONOMY.

4a. *Cereal Crops*: 2½ hours. (Prerequisite: Grain Judging 1a.) This consists of the study of the essentials of cereal crop production, including the methods of plant breeding, comparative judging and placing of the different varieties of wheat, corn, oats, rye and barley; system of cropping and crop rotation which are in operation on the Normal Farm; the requirement of the "Boys' Acre Yield Contest;" and the arrangement of agricultural exhibits. Three laboratory periods and two recitation periods per week.

4c. *Soils*: 2½ hours. (Prerequisite: Chem. 1, Physics 2, Physiography.) This includes a general analysis of soils from the Demonstration Farm, and from the homes of students; observations on the Missouri soil survey; physical, chemical, and biological nature of soils; general problems in soil management, such as, application of lime, growing of green manuring crops, and the practice of crop rotation. Three laboratory periods and two recitations per week.

5. ADVANCED HUSBANDRY.

5a. *Milk Production*: (Prerequisite: Stock Judging, 2a.) 2½ hours. This course deals with the production, testing and care of milk and milk products, the study of dairy cattle and the keeping of milk records. The laboratory work is emphasized.

5b. *Poultry Raising*: (Prerequisite: Stock Judging, 2a.) 2½ hours. The economic importance of poultry, problems of location, buildings, poultry house fittings, feeding of poultry, egg production, grading and marketing poultry products, prevention of poultry diseases and practical poultry management are some topics discussed in this course. Judging varieties of the various breeds of several classes of poultry constitute about two-fifths of the course.

5c. *Animal Breeding*: 2½ hours. (Prerequisite: Animal Husbandry, 2a.) A study of the types of the domestic animals with particular reference to the history, breeds, type, development and characteristics; discussions on reproduction, variation, heredity, selection, line breeding, cross breeding and methods of improvements; judging, management, and diseases of farm animals.

5d. *Feeds and Feeding*: 2½ hours. (Prerequisite: Chem., 1.) This course treats of the comparative composition of plants and animals and the processes of nutrition; the composition and value of farm feeds, practical rations for domestic animals and the economical use of silage, soilage and pasturage.

6. HORTICULTURE.

6a. *Fruit Production*: 2½ hours. (Prerequisite: Biology, 2 and 5.) Planting, cultivating, pruning, spraying, gathering and marketing orchard and small fruits; the management of the home orchards, preparation of spray mixtures and the use of spraying equipment.

7. BACTERIOLOGY: 2½ hours. (Prerequisite: Biology 3.)

The science of bacteriology is presented to the students as a fact of everyday life. In this subject only the simplest forms of life, consisting chiefly of the bacterial flora of the dairy products, soils and water are studied. The most important viewpoint from which the subject is approached is in respect to its practical application in agriculture, medicine, domestic science and sanitation.

8. FARM MANAGEMENT: 2½ hours. (Prerequisite; Agriculture 4a, 5a.)

The purpose of this course is to group and correlate the principles gained throughout the agricultural course in such a way that

the student may obtain a distinct vision of the entire field of agriculture. Careful consideration is given to the management of soils, crops, livestock, capital, labor, records and accounts. Some time is given to the study of rural conditions with respect to people, roads, schools, churches, social organizations and conveniences.

THE NORMAL DEMONSTRATION FARM IN CO-OPERATION WITH THE COLLEGE OF AGRICULTURE, MISSOURI UNIVERSITY

The Normal Demonstration Farm is in easy walking distance from the southeast corner of the Normal campus. At the present time the state owns thirty-six acres and rents sixty. This farm is well adapted to experimental and demonstration work, and it is fairly equipped with farm machinery for crop production. The general fields are used to illustrate the methods of crop production that should exist in the region of Warrensburg.

The Agricultural Department emphasizes the raising of dairy stock, hogs and poultry. This department is well equipped for this work in the class room and on the farm. The silo, ensilage cutter, cream separator, Babcock tester, the farm seeds, pure bred stock and similar appliances greatly strengthen the dairy course.

A very important feature of the farm work is the close coöperation with the State College of Agriculture. The Normal Farm in connection with the College of Agriculture is carrying on coöperative demonstration plots of alfalfa, corn, wheat, oats, forage crops for hogs and ornamental and fruit planting. This coöperative demonstration work is carefully explained in circular No. 54 of the College of Agriculture and those interested in a thorough explanation should secure this circular. Every teacher and farmer should become familiar with the most profitable crops and how best to grow them. In fact, the field work is a very important part of our agricultural instruction. This hearty coöperation strengthens the Normal Agriculture course in such a way that it will be of much greater service to the people of Missouri.

GEOGRAPHY AND PHYSIOGRAPHY

Elementary Courses

9. RURAL SCHOOL GEOGRAPHY.....1/3 unit

This course is designed for students taking the Rural School Course. It will consist of a survey of the general field of geography with particular reference to the rural schools. A consideration of home geography and an intensive study of the geography of Missouri will be given. Map making and other modes of expression will receive attention.

10. DESCRIPTIVE AND REGIONAL GEOGRAPHY.....1/3 unit

This course considers the controls, geographic principles, and the responses that have developed any region as the wheat, cotton, and corn belt, or any manufacturing center. An intensive study of the description and physiographic regions of North America will be made. A reason for the location of cities and their relation to the occupation, social life, and advancement of the people will be carefully studied.

11. PHYSIOGRAPHY2/3 unit

The first term will be devoted to the study of land forms and geographic processes; the second term to the atmosphere and water bodies. The relation of physical conditions to human interests will be emphasized throughout the course. Field trips and class room exercises will supplement the recitation work.

Advanced Normal School Courses

12. METHODS IN GEOGRAPHY.....2½ hours

This course is open to Freshmen of the advanced course. It is intended for those who expect to teach in rural schools, grades of city schools, or who expect to supervise those who are teaching. It will consist of a study of methods, uses of maps, relation of geography to history, agriculture, and other subjects, a suggestive outline for home geography, a consideration of the conservation of the natural resources of the United States. Sutherlands "The Teaching of Geography" and Dodge and Kirchway "The Teaching of Geography in Elementary Schools" will be used as references.

13. ADVANCED PHYSIOGRAPHY.....2½ hours

This course is intended for students making special preparation for teaching Physiography in high schools. Students are required to do field and laboratory work. Prerequisites: Elementary Physiography and Physics.

BIOLOGY

MR. GANTZ.

Elementary Courses

1. GENERAL SCIENCE (Biological Aspects).....1/3 unit

This course purposes to acquaint the student with living things as to their chief characteristics, home life, parts of plant and animal body, transportation of foods, and reproduction.

2. GENERAL BOTANY.....1/3 unit

The student will become acquainted with the chief groups of the plant kingdom. The structural phase will receive most emphasis, thus making it possible for the learner to understand nutrition, respiration and germination. The field work will give first hand knowledge of the more common weeds and other flowering plants of this vicinity.

3. ALGAE AND FUNGI.....1/3 unit

This course will study the plant cell, Algae and Fungi. The fresh water algae of this vicinity will be used to study structure, life history, origin of sex, place of environment, reproduction and nutrition. In the work with Fungi, the slime moulds, bread moulds and many plant diseases such as grape mildew, ergot of rye, pear blights, rust of berry, rust of wheat and smut of corn and oats, will receive careful attention. Much field work will be required of students. This course will be of much help to students of agriculture.

4. GENERAL ZOÖLOGY.....1/3 unit

The purpose of this course is to give a general knowledge of the entire animal kingdom and a detailed study of a few species.

5. INSECTS1/3 unit

A study at first hand of those insects which are injurious and beneficial to this locality. Much field work will be done.

Advanced Courses

6. LIVERWORTS, MOSSES AND FERNS.....2½ hours

An intensive study of Liverworts, Mosses and Ferns as to morphology, embryology and physiology. Students will learn to identify the common forms of this locality. Prerequisite: Course 2.

7. SEED PLANTS.....2½ hours

This course naturally falls into two divisions; namely: Gymnosperms and Angiosperms. In the study of the evergreens, the conifers receive most attention. In the higher seed plants, an intensive study of morphology and physiology is made. A systematic study of the more common flowering plants of Missouri will be a feature of the course. Prerequisite: Course 2.

8. NATURE STUDY.....2½ hours

This is a teachers' course. It is designed for those who are expecting to teach children in the grades. The work includes the following: courses of study, methods of presenting material, study of our common trees, birds, insects, flowers, germination, and school gardens. This course introduces our near neighbors—plants and animals. It may be elected as a Teachers' Course for the Regent's certificate.

9. INVERTEBRATE ZoöLOGY.....2½ hours

This course makes an intensive study of animals having no backbones. The student will study each phylum beginning with Protozoans and ending with Arthropods. Such questions as origin of sex, reproduction, development, heredity, environment and evolution will be given attention. Prerequisite: Course 4.

10. VERTEBRATE ZoöLOGY.....2½ hours

This is a course of Comparative Anatomy of the Vertebrates. Each student is required to dissect a fish, frog, turtle, bird, and some mammal. A careful drawing of each system is prepared by each member of the class. Prerequisite: Course 4.

CHEMISTRY, PHYSIOLOGY, AND HYGIENE

MR. WALTERS, MR. FOSTER.

Elementary Courses

1. GENERAL CHEMISTRY.....2/3 unit

1a. Simple chemical changes, elements and compounds, valence, equation writing; acids and bases. Two hours per week laboratory work.

1b. Chemical equivalents and molecular weights; preparation of chemical reagents; compounds of sulphur, nitrogen, phosphorus, chlorine and other important elements. Two hours per week laboratory work. Prerequisite: Chemistry 1a.

2. PHYSIOLOGY1/3 unit

This is a general course equivalent to the Physiology offered by our best high schools. The work includes five recitations per week and one laboratory period. Textbook: Walters "Physiology and Hygiene for Secondary Schools."

Advanced Courses

3. INDUSTRIAL CHEMISTRY.....2½ hours

This work is in general an answer to the question: How are the elements and compounds supplied by nature converted into such forms as are useful to man? Among the topics considered are the separation of metals from their ores, the preparation of glass, lime, cement, steel, and other useful substances, and the purification of various drugs and chemicals. The laboratory work of two hours per week consists largely of the preparation of metallic compounds. Prerequisite: Chemistry 1.

4. GENERAL HOUSEHOLD CHEMISTRY.....2½ hours
 Application of chemistry to the home, chemistry of cleaning, preparation and testing of soaps and washing compounds, detection of food adulterants and preservatives, baking powders, the chemistry of cooking, chemical phase of sanitation, bleaching and dyeing, household fuels, etc. Prerequisite: Chemistry 1.
5. CHEMICAL ANALYSIS.....5 hours
 5a. Methods of qualitative analysis. Separation and detection of bases. A laboratory course, requiring from two to ten hours per week of individual work. Prerequisite: Chemistry 1.
 5b. Acid analysis. Methods of quantitative analysis. Volumetric Analysis. A laboratory course, requiring from two to ten hours per week of individual work. Prerequisite: Chemistry 1 and Chemical Analysis 5a.
6. ORGANIC CHEMISTRY.....2½ hours
 General survey of field; methods of organic work; special consideration of the organic compounds of everyday life. One hour per week of laboratory work. Prerequisite: Chemistry 1.
7. CHEMISTRY OF FOODS AND TEXTILES.....2½ hours
 Composition and properties of carbohydrates, fats, proteins, and organic acids, and their adaptation to the animal body. Food analysis. The Chemistry of the common textiles. Prerequisite: Chemistry 1, and Physiology 2.
8. TEACHERS' COURSE IN HYGIENE.....2½ hours
 The general theme of this course is health control. The student is brought into a knowledge of the conditions and influences of everyday life that make for disease and those also which make for health. Methods of teaching and methods of applying the principles of hygiene will be taken up. The health of both teacher and pupil will be considered. Prerequisite: Physiology 2.

ECONOMICS

MR. MORROW.

Minimum requirements for work in this department is graduation from a first class high school. Courses in Economics should be taken in sequence.

1. GENERAL ECONOMICS.....7½ hours
 A course intended to give the student a knowledge of economic organization and processes; an intelligent interest in economic questions and politics; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice. Ely's Principles of Economics is used as a text.

2. ECONOMIC HISTORY.....2½ hours

After a brief consideration of the Industrial Revolution in England, a greater portion of this course will be devoted to a study of the industrial development of the United States.

3. ECONOMIC GEOGRAPHY.....2½ hours

A study of the most significant geographical facts touching commerce and industry. Industrial influences will also be made prominent.

4. PUBLIC FINANCE.....2½ hours

Open to those who have completed Course 1 or its equivalent.

A course dealing with the principles of taxation, public expenditures, public revenue (Federal, state and local), and the proper relation of the State to Industry.

5. HISTORY OF ECONOMIC THOUGHT.....2½ hours

Open to those who have completed Course 1 or its equivalent.

The work of this course will consist chiefly of a careful examination of the writings of the most prominent Economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been builded the more satisfactory Modern Economic Theory and bettering present theory as a basis for future development.

6. COMMERCIAL LAW.....2½ hours

This course is designed to give the student a knowledge of the fundamental rules that govern and underlie commercial transactions, thus enabling him to avoid legal complications and, in case of necessity, to know when to consult legal advice. The chief aim is to present in a clear and comprehensive manner the principles governing Contracts in general, Sale of Goods, Insurance, Credits and Loans, Contracts of Guaranty, Negotiable Instruments, Agency, Partnership and Joint Stock Companies, and Real and Personal Property.

NOTE: Courses 3, 4 and 6 are required of students specializing in the Commercial Department.

EDUCATION

MR. C. A. PHILLIPS, MR. MCPHEETERS, MR. HUDSON, MISS HUMPHREYS,
MISS WALKER.

PSYCHOLOGY

1. ELEMENTARY PSYCHOLOGY.....1/3 unit or 2½ hours

This course should precede Training School work. It is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world. The physiology of the nervous system and of all the sense organs is studied in their relation to mental phenomena.

2. ADVANCED PSYCHOLOGY.....2½ hours

Presupposes Course 1, or its equivalent. This course is intended to enlarge the view obtained in the Elementary Course. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions.

3. EDUCATIONAL PSYCHOLOGY.....2½ hours

Presupposes Course 2, or its equivalent. This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick's Fundamentals of Child Study, Thorndike's Educational Psychology, in addition to preparing reports on monographs and the current literature.

4. PSYCHOLOGY OF CHILDHOOD.....2½ hours

This course, which deals with the physical and mental development of children, is supplementary to and presupposes Course 2. It is designed to present the facts of the nature and development of the mind during childhood and adolescence with special reference to their meaning for the teacher.

PEDAGOGY

5. RURAL SCHOOL MANAGEMENT.....1/3 unit

Considerable time will be devoted to the study of the State Course of Study, and among the other topics considered will be: The teacher, his qualifications, duties, and his obligations to the children and the community; school grounds, building and equipment; making the daily program; grading the school; school games and plays; methods of class instruction; school law.

6. RURAL SCHOOL METHODS.....2/3 unit

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in the one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

7. PRINCIPLES OF TEACHING.....2½ hours

Consideration will be given to the essential principles underlying and determining the whole educative process. Prerequisites: Elementary Psychology and School Administration.

8. SPECIAL METHODS.....2½ hours

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and coördination among the subjects of the common school course of study. Prerequisites: Psychology 1 and Pedagogy 7 and 9.

9. SCHOOL ADMINISTRATION.....2½ hours or 1/3 unit

Required of graduates of first class high schools. This course may not be taken by students who have had course 1. The following topics are treated: (a) The location and construction of school buildings. (b) Organization and gradation of schools. (c) Problems of classroom management. (d) The school board. (e) The principal and special supervisors. (f) The superintendent. (g) The school and the community.

10. HIGH SCHOOL PROBLEMS.....2½ hours

This course will consider the history, aims and methods of secondary school teaching, also the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

11. HISTORY OF EDUCATION.....5 hours

Two quarters required for the diploma. During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period. This course will close with a brief study of modern school systems. Prerequisites: School Administration, Psychology, and Principles of Teaching.

12. SUPERVISION OF INSTRUCTION.....2½ hours

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will be devoted to observation and criticism of lessons as taught in the Training School and Normal. The third part will be taken up with some of the supervisor's important problems, such as: (a) Retardation of pupils. (b) Elimination of pupils. (c) Methods of promotion. (d) Vital school statistics. (e) Estimating the worth of a teacher. The course is open to principals, superintendents and others preparing for the work of supervision. Prerequisites: School Administration, Psychology and Principles of Teaching.

13. EDUCATIONAL SOCIOLOGY.....2½ hours

This course consists of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations, and the social functions of the school.

14. ETHICS2½ hours

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined, and the way in which different subjects of the curriculum may contribute toward moral development is considered.

15. HISTORY OF EDUCATION IN MISSOURI.....2½ hours

This course will include a detailed study of the history and organization of the various types of schools in the state. For example, elementary schools, secondary schools, normal schools, colleges and universities, and special schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention.

16. MODERN SCHOOL SYSTEMS.....2½ hours

The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England, and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some attention to the marked educational tendencies of each.

17. PHILOSOPHY OF EDUCATION.....2½ hours

A critical examination will be made of the more important problems of modern educational theory, such as the biological, psychological, ethical and sociological tendencies. The course will include lectures, class discussions and reports. The current pedagogical literature will be brought to the attention of the class.

ENGLISH LANGUAGE AND LITERATURE

MR. COULTER, MISS BALL, MR. MARTIN, MISS TODD, MR. PARKER.

Elementary Courses

1. FIRST YEAR ENGLISH.....1 unit

This is a course in literature, in written and oral composition, and in grammatical analysis, covering the work of three terms. The reading is from Irving, Longfellow, Dickens, Franklin, Scott, and Goldsmith. In the composition work emphasis is placed upon oral and written themes in brief narrative form. The work in analysis is done in connection with the themes and is intended to show the student his weakness in expression, and effective methods of correction.

2. SECOND YEAR ENGLISH.....1 unit
 Reading of four to six authors each term; narrative, descriptive, and expository devices studied. Considerable work in oral composition. Themes in the form of story, description, and criticism of authors read.
3. THIRD YEAR ENGLISH.....1 unit
 This course continues the work of Courses 1 and 2. The reading for this year will be in biography, and in English and American authors.
4. FOURTH YEAR ENGLISH.
 4a. *American Literature*.....2/3 unit
 Courses 1, 2 and 3, prerequisites. This course presents the American writers not only as artists and producers of literature, but also as thinkers, and leaders of thought in their times. It is an introduction to the history of the development of culture in America.
 4b. *Reviews*1/3 unit

Advanced Normal School Courses

5. COMPOSITION7½ hours
 All candidates for Diploma are required to take this course. The aim of the course is to give reasonable knowledge of correct English idiom and to present methods for conducting composition classes.
 Course 12 may be substituted for one-third of this course.
6. JOURNALISM2½ hours
 This course is open to those who have had one or two terms of the composition work. The class in journalism issues the Normal Student. The members get drill in newspaper work of various kinds, and a type of experience which will be of value to them if they are called upon to supervise a school paper.
7. HISTORY OF ENGLISH LITERATURE.....5 hours
 This course has to do with the literary movements in English literature from the earliest times to the close of the nineteenth century. The course aims to be supplementary to the high school course in English literature.
8. METHODS IN READING.....2½ hours
 This course will deal with methods of teaching reading in the elementary grades. Practice will be given in oral reading, dramatic reading, oral reproduction of stories, and dramatization. The work will be designed to meet the needs of those who intend to teach or supervise in the elementary schools. Prerequisite: At least one term of Course 5.

9. SHAKESPEARE2½ hours
Prerequisite: Course 6, or its equivalent. The purpose of this course is to give the student a knowledge of Shakespeare's dramatic power. Several plays will be read intensively. Others will be assigned for reading out of class.
10. VICTORIAN POETS.....2½ hours
A close study of the characteristics of the literary movement which centers around the middle of the nineteenth century.
11. AMERICAN POETS.....2½ hours
Course 4a, or its equivalent, prerequisite. This course is intended to supplement the high school work in the American literature and give a broader knowledge of the greater American poets.
12. PRINCIPLES OF LANGUAGE.....2½ hours
This course is open to all applicants for the Regents' Certificate, and who have had work equivalent to high school graduation. It is an advanced course in grammar, and in methods of teaching grammar and composition in the upper grades and the high school. Prerequisite: At least one term of Course 5.
13. PRINCIPLES OF CRITICISM.....2½ hours
Prerequisite for this course is one of the following: 7, 9, 10, 11, or work in literature satisfactory to the instructor.
14. JUVENILE LITERATURE.....2½ hours
This course emphasizes: (1) Familiarity with various types and grades of literature for children. (2) Principles of selection of children's books. (3) Methods of presentation. Prerequisite: At least one term of Course 5.
15. WORDSWORTH AND THE LAKE POETS.....2½ hours
Special attention is given to the influence of the economic and social theories of the late eighteenth century upon these poets.
16. TENNYSON2½ hours
A reading of the Idylls of the King, and In Memoriam, along with many of the shorter poems. The object is to show Tennyson as an interpreter of the thought and life of the England of his time.
17. ORIGIN AND DEVELOPMENT OF THE MODERN DRAMA.....2½ hours
The development of the liturgic drama in England until its decline in the Sixteenth Century. The development of the Elizabethan drama from the dramatic prelusions of the Masters of the Chapel Royal.
18. CONTEMPORARY LITERATURE.....2½ hours
Reading in the characteristic American and European fiction, essay, poetry and drama of the past twenty years.

19. THE EPIC2½ hours
A comparative study of the various epics, with special stress on the English epics.
20. THE ENGLISH NOVEL.....5 hours
Two quarters, which may be elected separately. The course gives a complete view of English prose fiction. The work of the first term closes with Scott. The second term presents the nineteenth century novel after Scott.
21. BROWNING2½ hours
The more significant of his poems are read in the order of their writing, and an attempt is made to present something of the development of Browning's ideas and literary methods.

Special Courses in Oral English

22. READING AND SPEAKING.....2 terms, 2½ hours
This course is intended to aid the student in the development of a clear, strong voice, and its use in correct articulation; the expression of simple emotions, both in conversation and in the oral interpretation of the printed page. There is some discussion of methods of teaching reading in the rural and elementary schools.
23. ADVANCED READING.....1 term, 1¼ hours
This course is offered to those students who have completed Course 1, or its equivalent. It is an advanced course in the art of oral expression.
24. PUBLIC SPEAKING.....2½ hours
In this course students are taught the basic principles of effective speaking from the constructive as well as from the oral standpoint. Frequent briefs and themes are required, and as much practice as possible in extemporaneous and prepared speeches is given.

FRENCH

MISS HARRIS.

Elementary or Advanced Courses

1. FIRST YEAR FRENCH.....1 unit or 7½ hours
1a. *First Quarter.* Francois' Nouveau Cours Francais. Lessons I-XX, and the regular verbs. Reading, Les Plus Jolis Contes des Fees. Dictation and Conversation based on texts. 1/3 unit or 2½ hours.

1b. *Second Quarter.* Francois' Nouveau Cours Francais. Lessons XX-XL. Reading, Le Petit Robinson de Paris and Le Francais et Sa Patrie. Conversation and Dictation, 1/3 unit or 2½ hours.

1c. *Third Quarter.* Irregular verbs. Reading, Le Voyage de Monsieur Perrichon and Le Francais et Sa Patrie continued. Conversation and Composition. 1/3 unit or 2½ hours.

2. SECOND YEAR FRENCH.

Prerequisite: Course 1.

2a. *First Quarter.* Composition and Conversation. Reading, Hugo's Les Miserables, Daudet's Contes Choisis. 1/3 unit or 2½ hours.

2b. *Second Quarter.* Composition, Dictation, Conversation, Reading, Moliere's L'Avare and Daudet's Tartarin de Tarascon. 1/3 unit or 2½ hours.

3b. *Third Quarter.* Dictation and Conversation. Reading, Sands, La Petite Fadette and Dumas' Les Trois Mousquetaires. Labiche and Martin's Poudre aux Yeux is read outside of class and a resume of it written in French. 1/3 unit or 2½ hours.

Advanced Courses

3. THIRD YEAR FRENCH.....7½ hours

Prerequisite: Course 2. History of French literature since the Sixteenth Century. Selections are read from Corneille, Moliere, Racine, Madame de Sevigne, Voltaire, Hugo, De Vigny, and Rostand.

More advanced courses in French will be given if there is sufficient demand.

GERMAN

MISS HARRIS.

Elementary or Advanced Courses

1. FIRST YEAR GERMAN.....1 unit or 7½ hours

1a. *First Quarter.* Vos, Essentials of German. Lessons I-XV. Dictation and Conversation. 1/3 unit or 2½ hours.

1b. *Second Quarter.* Vos, Essentials of German. Lessons XV-XXVI. Conversation, Dictation and Memory work. Reading Seeligmann's Altes und Neues. 1/3 unit or 2½ hours.

1c. *Third Quarter.* Vos, finished. Conversation, dictation and memory work. Reading Seidel's Der Lindenbaum or equivalent and Gerstaecker's Germelshausen. 1/3 unit or 2½ hours.

2. SECOND YEAR GERMAN.....1 unit or 7½ hours

2a. Composition and conversation based on Pope's German Composition. Reading Hauff's Tales, Bacon's Im Vaterland. Prerequisite: Course 1. 1/3 unit or 2½ hours.

2b. Composition and conversation. Reading Schiller's Der Neffe Als Onkel. Arnold's Ein Regentag auf dem Lande, Bacon's Im Vaterland continued. 1/3 unit or 2½ hours.

2c. Dictation and conversation. Reading Schiller's Wilhelm Tell, and Moser's Der Bibliothekar, Im Vaterland finished. 1/3 unit or 2½ hours.

Advanced Courses

3. THIRD YEAR GERMAN.....7½ hours

Prerequisite: Course 2.

3a. Advanced composition. Reading Freytag's Die Journalisten, Goethe's Hermann und Dorothea, Heye's Die Hochzelt auf Capri.

3b. Exercises in sight translation. Conversation. Reading Arnold's Aprilwetter. Baumbach's Der Schwiezerohn.

3c. Sight translation. Conversation. Short papers in German. Reading Schiller's Die Jungfrau von Orleans, Lessing's Minna von Barnhelm.

4. FOURTH YEAR GERMAN.....7½ hours

4a. Advanced composition, conversation. Reading Schiller's Das Lied von Der Glocke, and Sudermann's Frau Sorge. Another classic is read outside of class and a report of it written in German.

4b. Advanced composition, conversation. Reading Schiller's Maria Stuart, Heine's Die Harzreise. Exercises based on Lambert's German Idioms. Another classic read outside of class and a report written in German.

4c. Lambert's German Idioms finished. Conversation. Reports written in German of newspaper articles. Reading Lessing's Nathan der Weise. Another classic read outside of class, and a report of it written in German.

5. MODERN GERMAN LITERATURE.....7½ hours

Intensive study of modern dramatists and novelists.

6. TEACHER'S COURSE2½ hours

This course includes a thorough review of German Grammar and Syntax, a consideration of methods and examination and discussion of text-books. Prerequisites: Courses 1, 2, 3.

NOTE: At least three-quarters of work in French or German must be taken to count toward graduation.

HISTORY

MR. MCCLURE, MISS RUNYON, MR. BASS.

Elementary Courses

1. ANCIENT HISTORY2/3 unit
 - 1a. *The Orient and Greece*. 1/3 unit. A study of the development of organized governments, industries, manners and customs of the life in the Nile and the Tigris-Euphrates valleys. The essentials of the history of Greece with special emphasis upon the cultural and social phases.
 - 1b. *Rome*. 1/3 unit. The essentials of the history of Rome and the beginnings of the Barbarian Kingdoms. Special attention is given to the social and economic development.
2. MEDIEVAL AND MODERN HISTORY. (Prerequisite: Course 1.)...1 unit
 - 2a. *Medieval*. 1/3 unit. The work is based on Robinson's Western Europe and Readings in European History. It covers the beginnings of European nations, the growth of Christianity and ecclesiastic control, and the period of the Crusades and explorations.
 - 2b. *Modern History* to the French Revolution. 1/3 unit. The Feudal system, the Renaissance, the development of towns and the period of the Reformation will be fully treated.
 - 2c. *Modern History* to the Present Time. 1/3 unit. The French Revolution, the growth of the kingdom of Italy and the German empire, the industrial revolution of the last century and the history of recent times will be studied.
3. AMERICAN HISTORY AND GOVERNMENT.....1 unit
 - 3a. *Colonies and Nation*. 1/3 unit. This course, which extends to about 1830, considers the colonial period briefly and emphasizes the formation and growth of the new republic as a nation.
 - 3b. *Division, Reunion and Development*. 1/3 unit. The periods of disunion and reconstruction are followed by a study of the political and industrial development extending to the present time.
 - 3c. *Government of the State and Nation*. 1/3 unit. An analysis of the structure and working of government in state and nation.
4. ENGLISH HISTORY2/3 unit or 5 hours
(Prerequisite: Two years of history.)
 - 4a. *The Development of the English Nation*. 2½ hours. The growth of national unity and the development of absolute monarchy are traced from the beginnings through the early Tudor period.
 - 4b. *The Empire of Great Britain*. 2½ hours. The growth of the spirit of democracy, of territorial possessions, of trade and industrial expansion are followed to the present time.

Advanced Courses

6. ENGLISH CONSTITUTIONAL HISTORY.....2½ hours

A study of the present government of English people, including political parties and party organizations. Lowell's "The Government of England" used as a text. Prerequisite: Course 4.

7. ADVANCED AMERICAN HISTORY.....10 hours

7a. *Colonial History*. 2½ hours. This course, extending to 1763, gives particular attention to the beginnings and growth of settlements, and to the development of colonial government. In addition to lectures and text-books, collateral reading and topics will be required.

7b. *Formation of the Union*. 2½ hours. This course extends to about 1830, and emphasizes the formation and development of the Union. As far as possible, source material will be used. Lectures, quizzes and topics.

7c. *The Civil War and Recent Development*. 2½ hours. Stress is placed upon the Civil War, Reconstruction and recent political, social, and industrial problems.

7d. *Advanced Civil Government*: 2½ hours. A study of local, state and national government as a whole. The machinery of government is considered, but emphasis is given to the functions of government under American conditions.

8. THE HISTORY OF MISSOURI.....2½ hours

A study of local and state history. The settlement, types of people, constitutional development, and importance of Missouri in the great national movements are emphasized. Special treatment of the social and industrial conditions.

9. ADVANCED EUROPEAN HISTORY.....10 hours

9a. *Advanced European History*. 2½ hours. A study of Medieval Institutions and the Reformation from the sources and extended histories. Prerequisite: Medieval and Modern History.

9b. *Advanced European History*. 2½ hours. Periods of the Reformation and the French Revolution. Sources and library references used in the preparation of topics and papers.

9c. *Advanced European History*. 2½ hours. Comparative study of Governments of Europe. France and Germany are used as a basis for comparison and for studying the life of the people with reference to new ideas of government.

9d. *Nineteenth Century History*. 2½ hours. The development of industrial, social, and political Europe during the last century is the subject of this course.

10. CURRENT HISTORY AND METHODS.....2½ hours

A study of present political and social movements from periodical literature. Prerequisite: All the required history.

11. HISTORY OF THE HEBREW PEOPLE.....2½ hours
A study of the life and institutions of this peculiar people with special reference to their influence upon modern civilization.
12. LATIN AMERICA2½ hours
A study of the political, social and economic conditions of the South American countries.
13. METHODS OF TEACHING HISTORY.
 - 13a. *Methods of Teaching History in the Grades.* 2½ hours.
This course will include subject matter and methods for the study of history in the grades. Special attention will be given to the use of illustrative material, devices for impressing facts and methods of organizing these in an orderly way.
 - 13b. *Methods of Teaching History in High School.* 2½ hours.
A course designed for students who specialize in history and who expect to teach in high school.

LATIN

LURA L. LEMMON.

Elementary Courses

1. BEGINNING LATIN1 unit
 - 1a. *First Term.* D'Ooge's Beginning Latin Book. Lessons 1-26.
 - 1b. *Second Term.* D'Ooge's Beginning Latin Book. Lessons 26-58.
 - 1c. *Third Term.* D'Ooge's Beginning Latin Book completed. Outlines of Latin Grammar, published by the department, are used throughout the year.
2. REVIEW OF BEGINNING LATIN.
 For students who are taking this as the last quarter of Course 1, the credit is 1/3 unit. For students who have no credit in Latin in this school and are taking it as a review, the credit is one unit.
 The texts used are the same as in Course 1.
3. CAESAR AND PROSE COMPOSITION.....1 unit
 Attention throughout this course is given to syntax and to sentence structure. Allen & Greenough's Cæsar. Bennett's Grammar.
 - 3a. Book I.
 - 3b. Twenty-five lessons in Abbott's Prose Composition. Book II.
 - 3c. Books III and IV.

Advanced Courses

4. ADVANCED LATIN GRAMMAR AND PROSE COMPOSITION.....5 hours

The writing of illustrative Latin sentences continues throughout both terms: Jones' Latin Prose Composition, Bennett's Latin Grammar, Outlines of Latin Grammar, published by the department. Prerequisites: Courses 1 and 3.

4a. A thorough study of forms and their development. The syntax of the verb.

4b. The syntax and classification of the noun and pronoun.

5. SALLUST'S JUGURTHA2½ hours

A finished English translation is required, together with a study of the peculiarities of Sallust's style. Chase & Stuart's Sallust. Prerequisite: Course 4.

6. CICERO'S ORATIONS AGAINST CATILINE AND FOR THE POET

ARCHIAS.5 hours

A detailed study of Cicero's style, sentence structure and syntax, also of his life and character. D'Ooge's Cicero. Prerequisite: Course 4.

7. VERGIL'S AENEID7½ hours

Prerequisite: Course 4.

7a. Book I with a detailed study of scansion, syntax and figures.

7b. Books II, III and IV.

7c. Books V and VI, with a study of the entire poem as a literary classic. Fairclough and Brown's Vergil.

8. TACITUS—GERMANIA AND AGRICOLA.....5 hours

Attention is given to the author's style and to the literary and historical value of his work. Gudeman's Tacitus.

Given in the Summer Term only.

9. CICERO'S ESSAYS—DE SENECTUTE AND DE AMICITIA.....5 hours

Attention is given to Cicero's temperament and literary work. Rockwood's De Senectute. Price's De Amicitia.

Given in the Summer Term only.

11. TEACHERS' COURSE IN CAESAR.....2½ hours

Historical setting as well as methods.

MATHEMATICS

MR. SCARBOROUGH, MISS KENNEDY, MR. URBAN.

Elementary Courses

1. ELEMENTARY ALGEBRA1 unit

This includes the mathematics given during the first year, and is intended for those who have finished the eighth grade or rural school course.

1a. This includes the ordinary operations of addition, subtraction, multiplication and division, together with some practice in the use of the simpler equations.

1b. Factoring and its applications to the simpler quadratic equations, fractions, linear equations involving two unknown, and fractional equations of the first degree.

1c. Reviews and extension of work in the topics given in 1a, with special reference to literal notation, square root, radicals, simpler forms of quadratic equations, including one and two unknown.

2. HIGH SCHOOL ARITHMETIC1/3 unit

This course is designed for persons who have taken one year of algebra. The use of the equation should be understood in order to appreciate the methods of solving problems in arithmetic. The laboratory is used constantly in this course. Given every term.

3. PLANE GEOMETRY1 unit

3a. Rectilinear figures and circles.

3b. Proportion, similar figures, and areas.

3c. Regular polygons, areas of circles, and the practical application of plane geometry.

Required of all students. Prerequisite: Course 1.

4. THIRD YEAR MATHEMATICS, ALGEBRA.....2/3 unit

Special attention will be given to the more advanced phases of the topics studied in Course 1. Prerequisites: Courses 1 and 3.

4a. Equivalent equations, simultaneous equations, graphical representation, theory of exponents, radicals, quadratic equations in one unknown.

4b. Theory of roots of quadratic equations, quadratic equations in two unknowns, ratio and proportion, inequalities, logarithms, some work in a few simple series and the binomial theorem.

Advanced Courses

5. SOLID GEOMETRY2½ hours

The laboratory method will be used in much of this work. The topics usually given in a course in Solid Geometry will be included.

Prerequisites: Courses 3 and 4.

6. PLANE TRIGONOMETRY2½ hours
Much practical work will be done in connection with this course. The laboratory is supplied with a good transit and other apparatus for making all necessary measurements.
Prerequisites: Courses 3 and 4.
7. ANALYTICAL GEOMETRY5 hours
The purpose of this course is to give the pupil the geometrical interpretation of Algebra. This subject is necessary in order to appreciate the true meaning of the graph in elementary algebra.
Prerequisite: Course 6.
8. COLLEGE ALGEBRA2½ hours
This course is designed as a preparation for higher work in mathematics, and special attention will be given to a discussion of series.
9. THEORY OF EQUATIONS.....2½ hours
This will include Determinants as well as the Theory of Algebraic Equations. Prerequisite: Course 7.
10. CALCULUS.5 hours
10a. Differential Calculus, and its application.
10b. Integral Calculus, and its application.
11. TEACHERS' COURSE IN MATHEMATICS.....2½ hours
This course includes a discussion of the teaching of arithmetic, algebra and plane geometry, as required in the usual high school course. The correlation of subjects and laboratory methods form an important part of the course.
12. HISTORY OF MATHEMATICS.....2½ hours
This course includes the study of the development of the various topics included in the ordinary high school course, together with a study of some of the men who have contributed largely to the development of the Science of Mathematics.
13. ASTRONOMY.2½ hours
This includes both descriptive and mathematical Astronomy. The course is open to high school graduates.
14. SURVEYING.2½ hours
Much field work with the compass, level and transit will be required. Prerequisite: Course 6.
15. INDUSTRIAL MATHEMATICS2½ hours
This course will include various applications of Mathematics in the several industrial pursuits. Pupils should have a thorough knowledge of high school mathematics before taking this course.

A SCIENCE COURSE FOR HIGH SCHOOL TEACHERS

THREE-YEAR COURSE FOR HIGH SCHOOL TEACHERS OF SCIENCE

Educational work (Dept. of Education and Training School..	30 hours
English.	7½ hours
Agriculture.	10 hours
Biology, Chemistry, Physics and Physiography.....	25 hours
Elective.	17½ hours
Total.	90 hours

This course presupposes the completion of the Elementary Normal School Course, or its equivalent.

PHYSICS

MR. MORRIS, MR. FOSTER.

Elementary Courses

1. GENERAL SCIENCE2/3 unit

This course is required of all first or second year students of the Elementary Course.

The aim is to appeal to the student through his needs or his environment. With this aim in view the material will be chosen chiefly from air, heat, water, energy, and living things. The latter topic is included under Biology, Course 1.

2. ELEMENTARY PHYSICS1 unit

This course may be used as one of the two required units of science, or as one of the two elective units of science of the Elementary Course.

The first third deals with fundamental units of measurement, force, motion, work, energy, simple machines, pressure of liquids and gases and some fundamental properties of matter. The second third deals with heat, sound and light. The third part deals with electricity.

The aim is to teach the principles of physics and to show how they are vitally related to the common daily activities of the student. The laboratory work (two hours weekly) is thoroughly practical.

It is best to take the work in the order named; but if circumstances make it necessary beginners may enter second or third term classes.

Advanced Courses

3. MECHANICS AND PROPERTIES OF MATTER.....5 hours

The topics considered in the first third of Course 2 will be treated in a more extensive manner; and in addition circular motion, pendulums, determination of g , impact, moment of inertia, attraction, elasticity, and surface tension will be considered. The aim is to treat Mechanics as a physical science. As many physical phenomena are explained in terms of motion, this course is fundamental. The laboratory work is based on Ames and Bliss's Manual. Prerequisite: Course 2, or its equivalent, and plane trigonometry.

4. HEAT.2½ hours

The essential things in this course are nature of heat, conduction, radiation, and thermodynamics. Thermometry, calorimetry and change of state will also receive some consideration. The laboratory work is based on Ames and Bliss's Manual. Prerequisite: Physics 2.

5. ELECTRICITY AND MAGNETISM.....7½ hours

This course aims to familiarize students with the principles of electricity and their practical application. One of the essential things in a course like this is to become thoroughly familiar with electric circuits (alternating and direct) and magnetic circuits. After this has been accomplished considerable attention will be given to dynamos, motors and transformers. The newer phases of the subject, as conduction through gases, the relation of electricity and matter, etc., will receive some attention. The laboratory work will deal with the measurement of resistance, electromotive force, capacity and inductance. Prerequisites: Course 2, or its equivalent, and plane trigonometry.

6. SOUND AND LIGHT.....2½ hours

The first part of this course will consist of a study of vibration, wave-motion, resonance, interference, etc. The work in light will deal with the nature and velocity of light, lenses and prisms, interference, diffraction, spectra, polarization, etc. Prerequisite: Physics 2 and plane trigonometry.

NOTE: Courses 3, 4, 5 and 6 are electives in the Advanced Normal School Course. They are specially designed for persons expecting to teach high school physics. Courses 3, 4 and 5 will be very useful to students expecting to enter technical schools.



THE NEW TRAINING SCHOOL BUILDING

TRAINING SCHOOL

MR. CRISSMAN, MISS KIRK, MISS RICHARDS, MISS ARNETT, MISS BENNETT,
MISS DENNIS, MISS SCOTT, MISS ANDERSON.

Three things are necessary in the preparation of a teacher. (a) Academic knowledge. (b) Professional principles. (c) Skill in the application of these principles. To give the last is the function of the Training School.

In the Training School the student-teacher has an opportunity to begin his teaching under the direction of a judicious and sympathetic critic. Thus he is enabled to escape many of the mistakes of the untrained teacher and to fix good methods of instruction and government.

The supervisors of the Training School are selected because of their special fitness for directing the work of students and teachers in their respective grades. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is made to give full play to the teacher's originality. We do not wish teachers to have the indelible impress of this institution upon them as distinct from all others. On the contrary, the plan is to develop resourcefulness and adaptability in the teachers.

As far as possible all Training School teachers are required to have a term of observation, criticism and plan writing, so that they know what good teaching is and can write a good lesson plan before they actually take charge of a class, thus avoiding all mere "practice teaching."

The Training School consists of the high school, grammar, intermediate, primary and kindergarten departments; and students are assigned to teach in departments best suited to their needs.

1. ELEMENTARY TEACHING1/3 unit or 2½ hours

This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to ten, inclusive. All lessons will be discussed under the direction of the Superintendent, and each student teacher will be required to write plans for teaching of such lessons. This course is required of all candidates for the Regents' Certificate. If the Regents' Certificate is not taken out this course in observation should be taken the term preceding the first term of "Advanced Teaching." It counts as one of three terms of required teaching.

Prerequisites: Elementary Psychology, School Administration,

2. ADVANCED TEACHING2½ hours

This is a course in teaching in one of the departments of the Training School. Every lesson taught must have careful preparation.

A written plan must be submitted to the Supervisor for criticism before the recitation. Practically every class exercise will be ob-

served and criticised by the Supervisor. It is required of all students for the Diploma.

Prerequisites: Elementary Psychology, School Administration, Principles of Teaching, and at least two Teachers' Courses.

3. ADVANCED TEACHING2½ hours

This course is a continuation of Advanced Teaching. It is required of all candidates for the Diploma. Prerequisite: Course 2.

4. PRIMARY METHODS2½ hours

This course is offered for those who are taking the special primary work and is required of those in the Specializing Course for Primary Grades. It consists of a study of the several subjects in the primary grades with special reference to the teaching of these subjects.

This course is taught by the Supervisor of the Primary Department and must be preceded by Elementary Psychology and School Administration. Course 4 will be offered during the fall and spring quarters and Course 5 during the winter and summer quarters. The subjects considered in Course 4 are reading and nature study; in Course 5, are language, phonics, and arithmetic, including sense-training games.

5. PRIMARY METHODS2½ hours

This course is a continuation of Course 4.

6. PRIMARY METHODS (General Course).....2½ hours

A general course offered only during the summer and open to all, no prerequisites being required. This course includes a study of the primary subjects, reading, phonics, language, numbers, including sense-training games, nature study, and some hand work.

7. KINDERGARTEN THEORY2½ hours

Kindergarten Gifts, 1 to 5; "Education of Man" and "Mother Play;" Songs and Games. Occupations: Sand Table Work, Clay Modeling, Drawing. Prerequisites: Elementary Psychology and School Administration.

8. KINDERGARTEN THEORY2½ hours

Kindergarten Gifts, 5 to 8. "Education of Man," "Mother Play," "History of the Kindergarten," Vandewalker. Occupations: Cutting, Tearing, Folding, Construction Work. Prerequisite: Course 7.

9. KINDERGARTEN THEORY2½ hours

"Froebel's Educational Laws," Hughes. Program work: Mother Play; Gifts completed. Occupations: Sewing, Card Lacing, Weaving. Prerequisite: Course 8.

10. KINDERGARTEN-PRIMARY TEACHING2½ hours

Gift and game work, observation, monitorial work and connecting class teaching.

11. KINDERGARTEN-PRIMARY TEACHING2½ hours
Occupations: beginning story-telling, music and rythm work, observation.
12. KINDERGARTEN-PRIMARY TEACHING2½ hours
Students are required to take full charge of the entire work of the Kindergarten and work out any problems which may be assigned.
13. SPECIAL TEACHING AND PRACTICAL SUPERVISION.....7½ hours
This course is open only to students taking the "Supervisors course in Elementary Schools," and to a very limited number, not more than six per year. No one will be eligible whose academic record is not high and whose professional work averages below "A." Applicants for this course should have two or more years of successful experience. Permission to take this course must be secured from the Superintendent of the Training School.

THE TECHNICAL DEPARTMENTS

DEPARTMENT OF COMMERCE

MR. ELLIS.

Elementary Courses

1. PENMANSHIP½ unit
 - 1a. *First Term.* 1/6 unit. Proper position of the body, pen and paper; systematic exercises developing both movement and form; letters and simple combinations; principles of writing. Outside work required, which is carefully criticised.
 - 1b. *Second Term.* 1/6 unit. Special attention is given to letter forms; details closely studied; outside work is required.
 - 1c. *Third Term.* 1/6 unit. Careful work on letters of very difficult combination, movement and form carefully observed; theory of letter form, black-board practice and the filling in of prepared business forms is required. Students taking work in this quarter will be given a chance to correct work submitted by first quarter students.
2. BOOKKEEPING½ unit
This work in the various phases is logically and practically conducted. The work is introduced by a study of the theory of debits and credits and the simpler methods of recording business transactions. Later, retail, wholesale, partnership, commission and corporation accounting are taken up.
 - 2a. *First Term.* 1/6 unit. Theory of debits and credits; ruling, principles of accounting and their application; journalizing, post-

ing; taking trial balances, closing the ledger; use of commercial papers; sales-book, purchase-book and cash-book are introduced.

2b. *Second Term.* 1/6 unit. Statement of accounts; partnership set; notes and drafts are introduced.

2c. *Third Term.* 1/6 unit. Corporation accounting; special columns in cash-book. A limited amount of office practice is given in each quarter.

Advanced Courses

3. BOOKKEEPING7½ hours

This course is open only to those specializing in the Department of Commerce. The work is more intensive than the work of Course 2. Two periods of work per day are required. Opportunity for practice teaching is given in this course.

3a. *First Term.* 2½ hours. Courses 2a and 2b.

3b. *Second Term.* 2½ hours. Courses 2c and supervision of work.

3c. *Third Term.* 2½ hours. Banking; manufacturing; commission; supervision work.

4. FARM ACCOUNTING COURSE.....1¼ hours

The objects of this course are (1) an exhibit of the cost of reproducing each of the farm products, (2) the returns derived from their sale or use, (3) the general value and progress of the business.

This is a one term course offered each term in the year, and designed for students of agriculture.

5. TYPEWRITING6¼ hours

Open to students in the Advanced Normal School Courses only. The "touch" method is carefully followed; the text, "Rational Typewriting," prepared by Rupert P. Sorelle, is used throughout the year. Typewriters with blind keys and keyboard shields are used. By this method only touch operators are produced. The care and the mechanism of the machine receive attention, and for those intending to teach, special work in methods and practice is given.

5a. *First Term.* 1¼ hours. Position of body at the machine; mastery of the keyboard; accuracy and uniformity of touch; centering; fingering.

5b. *Second Term.* 1¼ hours. Continuation of work of first term, paying special attention to accuracy and learning the various parts of the machine and their uses.

5c. *Third Term.* 1¼ hours. Continuing with second term work together with tabulation, carbon copying. Students in this quarter will be allowed to do practical work, thereby increasing their speed and confidence.

5d. *Fourth Term.* 1¼ hours. This work is for students specializing in the Commerce Department, and will consist of transcribing from shorthand dictation; cutting stencils; mimeographing, etc.

5c. *Fifth Term.* 1¼ hours. Continuation of 5d, with the emphasizing of speed both in transcribing and operating the typewriter.

6. STENOGRAPHY.

Students taking shorthand are requested to enroll for one period of typewriting per day. Five terms are required in this subject for students specializing in the Department of Commerce. The Gregg system is taught. Open to students of Advanced Normal School Courses only.

6a. *First Term.* 2½ hours. A careful study of the manual; drills on word signs; phrasing; dictation exercises; shorthand penmanship; individual instruction.

6b. *Second Term.* 2½ hours. Completion of the manual dictation from various phases of commercial work; close attention given to accuracy of outlines; shorthand penmanship; frequent reviewing of principles, etc.

6c. *Third Term.* 2½ hours. Reviewing; abbreviation and speed; reading from Gregg Shorthand Reader; beginning letter drills.

7. STENOGRAPHY (Continuation of 6).....5 hours

For students specializing in the Department of Commerce or for those desiring to master the art of stenography. This work will be given two terms and will consist of the more difficult shorthand reading and dictation matter. Dictation of business correspondence, newspaper articles, lectures, etc.

8. COMMERCIAL ENGLISH.....2½ hours

The object of this course is to give the student a knowledge of plain usable English and how to apply it practically. Nothing can be of greater value than the ability to express ideas briefly, emphatically and courteously, and since this power can best be acquired by the actual doing of it, close attention is required. The work is introduced by a study of sentence structure, punctuation, capitalization and the proper use of words. Spelling is emphasized and made exceedingly practical since attention is paid to words actually used. Most of the time, however, is devoted to the application of English in the various phases of correspondence. Letters touching upon every situation in commercial and social life, placing particular stress upon the composition and elements of technique, are written and studied in detail. In connection with this work the important features of the Postal Rules and Regulations are observed.

9. COMMERCIAL ARITHMETIC.....2½ hours

The field covered includes, besides other minor elements, fractions, quantity, price and cost, bills and accounts, practical measurements, percentage and its application to commercial discounts, gain and loss, commission, interest, present worth and true discount, bank discount,

partial payments, equation of accounts, stocks and bonds, insurance, taxes, custom house business, exchange, sharing, ratio and proportion, and storage.

DRAWING DEPARTMENT

MISS SHANNON, MISS HARWOOD.

Elementary Course

1. BEGINNING DRAWING.....1/6 unit
General freehand drawing with pencil and crayon and beginning water color work.
2. ELEMENTARY PERSPECTIVE.....1/6 unit
Prerequisite: Course 1. Continuation of pencil and color work, elementary perspective, including the drawing of interiors and exteriors of buildings.
3. BEGINNING DESIGN.....1/6 unit
Prerequisite: Course 1, or its equivalent. The study of the elementary principles of design with some applied work.
4. LETTERING.....1/6 unit
Prerequisite: Course 3. A study of the principles of good lettering. The making of simple posters, programs, etc.
5. COLOR HARMONY.....1 term, 1/3 unit
Prerequisite: Course 1. Study of the color circle, hue, value and intensity of color. Application of color schemes to simple costumes, and in the making of simple articles for the home. Outside work required.
6. ELEMENTARY BOOK-BINDING.....1 term, 1/3 unit
The making of booklets, story-covers, memorandum pads, etc. Outside work required.
7. CHARCOAL AND CRAYON SKETCHING.....1/6 unit
Rapid sketching from objects and from nature. Emphasis placed on crayon sketching for public school work. Imaginative sketches for use in illustrative work.

Advanced Work

NOTE: The first three courses are planned for those students who are on the advanced course, but who have had no previous training in drawing or color work. Students who have had the beginning drawing should consult with the head of the department before electing these three courses.

8. BRUSH AND PENCIL SKETCHING.....1 term, 1¼ hours
Drawing and color work from objects and nature. Realistic and decorative treatment of subjects.
9. COMPOSITION AND PERSPECTIVE.....1 term, 1¼ hours
Prerequisite: Course 8. Much time given to the study of good composition and to careful drawing of buildings.
10. DESIGN.....1 term, 1¼ hours
Prerequisite: Course 1 or 8. Stenciling, block-printing and other work in applied design. Outside work required.
11. ADVANCED DRAWING.....3 terms, 3¾ hours
Prerequisite: Courses 8 and 9.
(a) Illustrative work, charcoal drawing, memory sketching.
(b) Advanced perspective and decorative compositions.
(c) Decorative designs for pottery, china, leather, wood carving, metal work, etc..
12. THEORY AND PRACTICE OF TEACHING DRAWING.....2½ hours
Prerequisite: Courses 1, 2 and 3. A teachers' course.
13. CAST DRAWING.....1 term, 2½ hours
Prerequisite: Courses 11(a) and 11(b). The work planned primarily for students specializing in Art. Others may elect this course by permission of head of the department.
14. DRESS DESIGN.....2½ hours
Prerequisite: Courses 1, 2, 3 or the equivalent. The planning and drawing of costumes, the careful consideration of color harmony, rythm of line, etc. Outside work.
15. INTERIOR DECORATION.....2½ hours
Prerequisite: Courses 8 and 9. Sketches of interiors with careful planning of color schemes, taking into consideration curtains, rugs, furniture, etc. Outside work.
16. COMMERCIAL DESIGN.....2½ hours
Prerequisites: Courses 8 and 9. The study of posters and advertisements and the designing of posters, programs, etc.; also careful lettering.
17. SPECIAL PROBLEMS.....2½ hours
Prerequisite: Course 4. A course designed to meet the needs of students who are specializing in drawing.
18. ADVANCED BOOK-BINDING.....2½ hours
Prerequisite: Courses 8 and 10. Many books actually made; also the study of how book problems can be made a practical part of public school work. Outside work required.
19. HISTORY OF ART.
(a) History of Architecture and Sculpture.....2½ hours
(b) History of Painting.....2½ hours

HOUSEHOLD ARTS

MISS NOWELL, MISS HARSELL.

Elementary Courses

ELEMENTARY SEWING1 unit

ELEMENTARY COOKERY (with Training School Classes)1 unit

All courses offered above are of high school rank and no credit will be given for them in the Advanced Household Arts Courses.

Advanced Courses

1. FOOD PREPARATION2 terms, 5 hours

The principles of food preparation are considered with special reference to their scientific application. Elementary physics, botany and chemistry are suggested as prerequisites.

2. FOOD STUDY1 term, 2½ hours

This course must precede Course 3. A study is made of the composition, production, cost, preservation, adulteration and legal standards of foods. Some simple dietetic problems are considered.

3. SELECTION AND ECONOMIC USES OF FOOD2 terms, 5 hours

This course takes up the study of foods on meal basis, considering relative costs and food values worked out on 100 calorie portion basis. Individual work in planning and serving meals for definite cost is given. Prerequisites: Courses 1 and 2 and general chemistry.

4. DIETETICS1 term, 2½ hours

A study of the fundamental principles of nutrition and their application to feeding of individuals and families under varying physiological, social and economic conditions. Prerequisite: Two terms of food preparation, food study, physiology and general chemistry.

5. MODEL SEWING2½ hours

This course aims to prepare future teachers of Household Art to handle correctly all detailed problems of plain sewing. The work is largely the making of illustrative models. Suggestions are given for the presentation of hand sewing in the grades and in the high school.

6. MACHINE SEWING3 terms, 7½ hours

This course makes practical application of the principles presented in Hand Sewing. Various methods of garment drafting are studied and applied in relation to public school work. Both plain sewing and dress-making are done and the commercial patterns used. Prerequisite: Two quarters of Hand Sewing.

NOTE: All courses in Sewing require outside work daily.

7. MILLINERY1 term, 1¼ hours

This course includes the making of buckram and wire frames, milliners' folds, bows and plaiting and adjustment of trimming. A

winter hat is made in the fall term and a summer hat in the spring term.

8. EMBROIDERY.....1 term, 1¼ hours

This course includes practice in making the principal embroidery stitches and their application to household articles.

9. TEXTILES.....2½ hours

This course deals with the development of the textile industry, the rise of factories, the properties, composition and tests for adulteration of textiles, fibres, dyeing, the principles of laundry work and the hygiene of clothing. General chemistry is suggested as a prerequisite.

10. HOUSEHOLD MANAGEMENT.....2½ hours

This course is designed to give practical knowledge concerning the administration of household affairs, including location, planning and furnishing of the home, care of each part, sanitation, organization of the household system and division of labor as well as proper disposal of the income.

11. METHODS IN HOUSEHOLD ARTS.....2½ hours

A teachers' course which deals with the various phases of Home Economics in elementary and high schools. It takes up the study of equipment, courses of study, lesson plans, special methods, and general scope of Home Economics work. Prerequisite: Fifteen hours of work in Household Arts.

12. HOME NURSING.....2½ hours

The aim of this course is to give practical knowledge of the fundamental principles of nursing and to apply these principles to conditions in the home. A study is made of the prevention of diseases as well as of facts regarding some of the simpler forms of common diseases, and the duty of the home-maker in time of sickness. Instructions and demonstrations are given in emergency cases. The study of invalid cookery is also an important part of this work.

DEPARTMENT OF INDUSTRIAL ARTS

AUGUST AHRENS, L. L. DES COMBES.

Two-Year (60-hour) Course for Students Preparing to Teach the Industrial Arts in Elementary Schools.

Department of Education and Teachers' Course.....	25	hours
English	7½	hours
Industrial Arts	15	hours
Academic Electives	12½	hours
Total	60	hours

NOTE: Students in the Elementary Normal School Course looking forward to specialization in Industrial Arts should elect as a maximum two units of work in the Industrial Arts Department before undertaking the more highly specialized work in the Advanced Normal School Course. However, no credit will be given for this work in the Advanced Normal School Course; neither will credit be given Industrial Art (Manual Training) Courses taken in High Schools.

The electives shall be in Applied and Industrial Physics, Chemistry, Mathematics and in such other subjects as the head of the Department of Industrial Arts may advise.

The five hours of Practice Teaching required shall be in the Industrial Arts.

Three-Year (90-hour) Course for High School Teachers.

One year (30 hours) additional to the Two-Year Course.

Electives25 hours

Education 5 hours

NOTE: Electives in Industrial Arts and other subjects will be determined by the head of the Department and the President of the Faculty.

1. INDUSTRIAL ARTS FOR RURAL SCHOOLS.....1 term, 1/6 unit

Five single periods per week. For students in Rural School Course. Takes up problems suited to the needs of rural school and farm life. The construction is in different materials, and objects useful in the school and about the farm home are made.

2. ELEMENTARY WOOD-WORK.....1 term, 1/6 unit or 1¼ hours

Five single periods per week. Designed to give experience in the use and care of the principal wood-working tools at the bench, an insight into the technical processes involved in construction, an acquaintance with shop drawings, and to afford training in design and decoration of problems appropriate to school shops.

3. ADVANCED WOOD-WORK.....2/3 unit or 5 hours

Five double periods per week for two terms. A continuation of Course 2. More difficult problems in design and execution are attempted and special emphasis is placed on the technical processes involved. Wood finishing and polishing receive attention. This course also deals with projects illustrating the fundamental operations in turning between centers, face-plate work, chuck turning, turning in halves, and polishing in oil and shellac. A study is also made of speeds suitable for turning various diameters; woods best suited to turning; planning of courses; methods of teaching; equipment. Prerequisite: Elementary Shop-work.

4. PATTERN MAKING.....1¼ hours

Five single periods per week for one term. A course in elementary pattern making in which a study is made of tools and materials used in the industry, the making of patterns for solid and hollow castings, the principles of moulding and casting. Prerequisite: Courses 1 and 3.

5. MACHINE WOOD-WORKING.....5 hours

Five double periods per week for two terms. This course will teach the operation of power wood-working machinery. Emphasis will be placed on the manufacture of furniture and equipment for school purposes. Prerequisite: Courses 1 and 2.

6. CARPENTRY AND HOUSE BUILDING.....5 hours

Five double periods per week for two terms. A course covering the essentials of house construction. The work will comprise a study of materials, methods of joinery, house planning, design, construction and decoration. Prerequisite: Courses 1, 2 and part of 5.

METAL WORKING

7. SHEET METAL-WORK.....1¼ hours

Five single periods per week for one term. This course offers instruction in sheet metal, such as iron, copper and brass. The processes include bending and joining, hammering and raising, sawing and filing, coloring and polishing. Designing of furniture fittings is a part of the course.

8. FORGING.....2/3 unit or 5 hours

Five double periods per week for two terms. A course in design and construction in hand-wrought iron and steel. Course 7 is suggested as a prerequisite.

9. MACHINE-SHOP WORK.....2/3 unit or 5 hours

Five double periods per week for two terms. Tool-bench work is the first work in this course, followed by practice on the engine lathe and other standard machine tools.

10. CONCRETE AND CEMENT WORK.....1/6 unit or 1¼ hours

Five single periods per week for one term. This course is intended to give a working knowledge of these materials for home and farm use.

DRAWING AND DESIGN

11. MECHANICAL DRAWING.....2/3 unit or 5 hours

Five double periods per week for two terms. This course is planned to give a thorough grounding in the elements of the subject. The relation of the draughting room to the shop brings the student in close touch with practical problems.

12. ARCHITECTURAL DRAWING.....2/3 unit or 5 hours

Five double periods per week for two terms. This course deals with the elements of design, ornament and the classic orders. Plans and elevations of simple buildings are made. Students spend considerable time observing houses under construction, as the basis for study of building materials and methods of construction.

13. CONSTRUCTIVE AND APPLIED DESIGN.....2½ hours

Five double periods per week for one term. This course will deal with the fundamental principles of good construction, design, and appropriate decoration of projects in pottery, sheet metal, furniture, and other industrial arts materials. Demonstrations and laboratory work. Presupposes some knowledge of free-hand and mechanical drawing.

INDUSTRIAL ARTS EDUCATION

14. INDUSTRIAL ARTS FOR ELEMENTARY SCHOOLS.....2½ hours

Five periods per week, with preparation, one term. This course deals with the typical forms of the Industrial Arts applicable to the conditions in the elementary school. Studies are made of the processes involved in the manufacture of common things and the materials used in construction. The course also deals with the relation of the Industrial Arts to the other school studies, and to the Fine Arts, methods of teaching, cost of materials, and supervision of instruction. Prerequisites or parallels: Principles of Teaching, or Primary Methods, or Kindergarten Theory, and approved courses in the Industrial, Fine and Household Arts.

15. INDUSTRIAL EDUCATION.....2½ hours

Five periods per week, with preparation, one term. A study of the meaning of Industrial Education, its history, growth and development, its problems, methods of teaching and supervision, correlation with other school subjects. The course presupposes Principles of Teaching and several courses in Industrial Arts.

16. ADMINISTRATION OF THE INDUSTRIAL ARTS.....2½ hours

Five periods per week, with preparation, one term. This course deals with problems of administration, supervision and direction of the practical arts in education. A study is made of tools and materials, cost of equipment and maintenance, courses of study, types of schools, and methods of organization and control. The course presupposes a grasp of educational problems and a technical knowledge of several of the industrial arts.

PUBLIC SCHOOL MUSIC DEPARTMENT

MR. SOLOMON, MISS HINSDALL, MISS JAMES, MR. MEYER.

Elementary Courses

1. ELEMENTARY MUSIC½ unit

1a. *First Term.* 1/6 unit. The work in this term consists of rote songs, ear training, rhythm, interval work, note singing, chord formation, written work, theory, major scales and two part work.

1b. *Second Term.* 1/6 unit. Rote songs, ear training, new problems in rhythm, more difficult interval work, sight and chord formation, major and minor scales, written work, dictation, theory, two and three part singing and transposition of simple melodies.

1c. *Third Term.* 1/6 unit. This course includes the singing of more artistic songs, advanced sight singing, theory, terminology and technical work, elements of chord formation, minor and chromatic scales. The class will be given a general outline of a course in music for the eight grades.

Advanced Courses

2. ADVANCED MUSIC.....2 terms, 2½ hours

This course consists of ear training, rhythm, interval work, note singing, chord formation, written work, theory, major and minor scales, dictation, transposition of melodies, terminology, technical work, and artistic singing.

3. METHODS IN MUSIC FOR PRIMARY GRADES.....2½ hours

This course includes the value and power of song in child life, rote songs to create interest, rote songs as a foundation and preparation for sight singing, game songs and their value in child life, motion songs, ear training, devices for developing the sense of rhythm and a good quality of tone; children singing out of tune, its cause and cure, treatment of monotones, sight reading, theory and devices for presenting written work. Text: Farnsworth.

4. METHODS IN MUSIC (Grammar Grades and High School)...2½ hours

This is a continuation of methods in music for primary grades. It takes up advanced sight singing, chromatic scales, major and minor keys, triads, chord construction, bass clef, three and four part singing, chorus conducting, use of baton; practice conducting, artistic interpretation, concert work. Text: Farnsworth and Wooddell.

5. ORCHESTRATION.....2½ hours

This course prepares the student to organize school orchestras. Practical work in all orchestral forms is given. Text: Prout.

6. HARMONY10 hours

6a. *First Quarter.* 2½ hours. A complete exposition of the formation of scales, keys, signatures; classification and measurements of intervals; foundation of the harmonic system, chord foundation and successions; inversion of triads; harmonization of basic and perceptive faculties.

6b. *Second Quarter.* 2½ hours. Chord combination and harmonizations, continued in the major and minor modes; simple modulation; construction of the chords of the seventh, their melodic and harmonic tendencies in resolution; application of material and exercises; further development of the perceptive faculties.

6c. *Third Quarter.* 2½ hours. More exhaustive treatise of seventh chord, their inversions and resolutions; the augmented and diminished triads; formation, resolution and succession of secondary chords of the seventh; cadences, closing formulæ, harmonization of melodies and figured basses; ear training.

6d. *Fourth Quarter.* 2½ hours. Construction, resolutions and inversions of the chord of the ninth; diminished seventh; augmented sixth; altered and foreign chords; extraneous modulation; application of material in exercises; harmonic analysis; variety of structure; introduction and resolution of the suspension in all voices; anticipation, retardations; harmonization of chorals; more developed modulation; original work; analysis; unessential notes; sustained tones; organ point; essential and unessential dissonances; harmonic and melodic analysis; homophonic forms. The works of the great composers will be studied with a view of tracing the material presented. Text: Jadassohn's *Elementary Principles of Harmony*.

7. COUNTERPOINT.....2½ hours

Strict counterpoint after harmony. Designed to cultivate and stimulate musical ideas, develop melodic facility in writing and to illustrate the growth of musical composition. Text: *Bridges and York's Counterpoint*.

8. INSTRUMENTATION.....2½ hours

The nature, characteristics and treatment of the various instruments of the orchestra; the string quartette; orchestral accompaniment; the overture symphony; the cantata. Text: *Prout*.

9. MUSICAL FORM AND COMPOSITION.....2½ hours

Examination analysis and construction of all the principal fundamental forms. All forms will be illustrated. Text: *Prout*.

10. HISTORY OF MUSIC5 hours

Some knowledge of the origin and development of Music as an art is practically indispensable to one wishing to gain true musical understanding and appreciation. The subject is studied with the idea of ascertaining events and their effect on the development of Music, rather than merely a study of names and dates. The work is divided into two terms. *Pratt's History of Music*.

10a. *First Term.* 2½ hours. Music of the Egyptians, Hebrews and Greeks; music of the Eastern races; the cause of the transformation; the minstrels of the North; the Troubadors; influence of the Christian church; old French; Gallo-Belgic and the Netherland schools; polyphonic school of Italy; musical notation and instruments.

10b. *Second Term.* 2½ hours. Music at the beginning of the seventeenth century; early Italian, French and German opera; dramatic song and oratorio; instrumental music; the romantic epoch and its makers; German, Italian and French opera and composers; later composers and performers of the present time.

11. NORMAL CHORUS2½ hours

A good voice, a musical ear and ability to read music at sight are the requirements for entrance to this organization. All students making music their major subject are required to sing in this chorus.

Credit 2½ hours for 110 rehearsals.

12. GLEE CLUB2½ hours

The glee club for boys and the glee club for girls have the same requirements for entrance as the Normal chorus and give the same credit.

13. NORMAL BAND AND ORCHESTRA.....2½ hours

Private instruction is given on any band or orchestral instrument. The band plays for athletic games and other entertainments. The orchestra furnishes music for the various school functions. Anyone who plays an instrument is eligible to membership.

The following instruments are furnished to members of the band and orchestra: Four violins, two violas, three violincellos, one double bass, three clarionets, one flute, one piccolo, one oboe, three cornets, three E flat horns, two E flat basses, two trombones, one baritone and a set of drums. Those having instruments are requested to bring them. Practice two hours each week.

14. PIANO.

Hand position; training individual muscles and control piano movement. Instruction books according to individual needs, such as Beyer, Kohler, Mathews and Landon.

Technical exercises, Rossomandi I and II. Studies by Streabogg Op. 63-64, Burgmuller Op. 100, Gurlitt Op. 101, Duvernoy Op. 120, Kohler Op. 50, Doring Op. 8. Easy pieces by good composers.

Further development of the technique using Rossomandi No. III and IV. Etudes by Le Couppey Op. 20-26. Bertini Op. 100, Sonatinas by Clementi. Easy sonatas by Haydn and Mozart, Czerny Octave studies, Lemoine Op. 37. Heller Op. 46-47. Loeschhorn Op. 66. Bach's Little Preludes. Composition by Mendelssohn, Schubert, Reinecke, Schytte, Scharwenke, Bohm, Grieg and others.

For credit see the Special Music Course, page 51.

15. VOICE.

Correct breathing and correct position in singing and chest development are the foundation of voice building. The method used is the correct placing of the voice so the pupil can produce with ease and firmness an even quality of all tones. Quality and clearness and beauty of tone are the chief ends taught in our vocal study. With the pure tone the tenderest as well as the most heroic sentiment can be expressed. This will include the study and interpretation of songs and ballads chosen from the world's best literature and oratorio work. Text: Behnke and Pearce, Sieber, Concone, Lamperti, Garcia, Shakespeare and Marchesi. For credit see Special Music Course, page 51.

NOTE: Tuition for private lessons in piano, violin, voice and cornet or any brass instruments, two lessons per week for twelve weeks, \$12.00, or 50 cents per lesson. Practice on piano, one hour per day for twelve weeks, \$2.25.

PHYSICAL EDUCATION

DR. ALLEN, MISS VEITCH.

The aims of this department are to enable the students of the school "to live at their best," to aid them in the formation of habits of hygienic living, and to qualify them with the necessary knowledge of how to make the schoolroom a place of normal and symmetrical growth, rather than a means of breeding disease and destroying vitality. It is urged that every teacher should have a keen and intelligent appreciation of the means necessary to preserve the health and foster the growth of those entrusted by the state to his care.

MEN'S DEPARTMENT

A physical examination, if desired, is given each student before entering any term or enrollment in any class. The measurements taken and tests given have each a definite purpose indicative of the muscular condition of the individual. A diagnosis is also made of the vital organs to ascertain the functional condition of those organs, and a complete inspection of the whole body is made to detect any weakness or deformity that may exist. Based upon the information thus obtained, advice is given and suitable exercise prescribed. Each student may secure a copy of his measurements and an anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

GYMNASTICS

During the winter term the work is indoors. It consists of light and heavy gymnastics, which are selected with a view to progression and suitability to pupils of grammar and high school grades.

Outlines of courses for men:

TACTICS

A modified form of the military and of the German system is used for convenience in handling classes and for disciplinary value.

FREE CALISTHENICS

Exercises are selected for their different effects upon the bodily organism and are arranged in order of increasing difficulty. They involve hygienic or body-building work, educative movements and corrective or remedial exercises. Both the Swedish and German systems are used.

LIGHT APPARATUS

Such as Indian clubs, dumb bells, wands, bar bells, etc.

HEAVY APPARATUS

Graded exercises are given on parallel bars, vaulting bars, bounce board and mat, side and long horses, high and low horizontal bars, traveling and flying rings, etc.

INDOOR ATHLETICS

Instruction will be given in all indoor track events preparatory for indoor track meets. Preliminary practice is begun for outdoor work.

GAMES

Including basket-ball, indoor base-ball, bowling, also other games of more recreative nature.

ATHLETICS

In the fall and spring terms the courses in the gymnasium are supplemented by instruction in outdoor athletics. Individuals are assigned to the kind of work best suited for them. Attendance is compulsory and the regular credit for Physical Training is given.

In the fall the following sports are offered:

Foot-ball, track and field events, lawn tennis, and outdoor basket-ball.

In the spring base-ball, track and field work, lawn tennis, etc., are offered.

Cross country running is encouraged throughout the year. Natural exercise in the open air takes precedence of all other forms of exercise.

Three days per week will be regarded as full time for physical work. Regulation uniforms to all "Varsity" first teams in foot-ball, basket-ball and base-ball. All members of these various teams, except foot-ball, must furnish their own shoes.

Days unfit for outdoor work will be given to discussion of rules and conferences on the organization and management of sports.

WOMEN'S DEPARTMENT

Systematic work will be given for the physical development of students during the course, and to prepare them for teaching physical training to their pupils.

The main objects of the training for women are the acquiring and maintaining of good health, and the producing of a good physical foundation for mental activity. The work is adapted to the development of girls, and such exercises as are promotive of health, grace and self-control are sought for rather than heavy gymnastics.

Students are required to have a physical examination which is sufficiently thorough to give a definite knowledge of weaknesses, defects or special needs; and upon such examinations the exercises prescribed are based.

1. PHYSICAL TRAINING.

Free movements, corrective exercises, balance beam, star-ball and school desk exercises. An effort is made to familiarize the student with a varied list of games and plays suitable for indoor and outdoor use, both for their own development on the playside and for use in teaching.

2. PHYSICAL TRAINING.

Wands, bar bells, dumb bells, grace hoops, hand rings and bounding balls; military marching, figure marching, fancy steps and folk dances. Presupposes Course 1.

When a student has completed Courses 1 and 2, she may elect from the following courses:

3. PHYSICAL TRAINING.

Indian clubs, wands, dumb bells, basket-ball, volley-ball, and the easier forms of horse, buck and ladder work. Presupposes Courses 1 and 2.

4. GAMES.

Lawn tennis, field hockey and cross-country walking are offered. Basket-ball, base-ball, hand-ball, volley-ball and soccer are given throughout the year, and are especially desirable for those fitting themselves to be high school teachers or principals.

5. FOLK DANCING AND AESTHETIC DANCING.

The range in character of this course is from the simplest song plays and rhythm through the elementary artistic steps to the more difficult folk dances of various nations. The course aims at recreation, improved carriage and coördination. Presupposes Courses 1 and 2.

6. TENNIS.

An effort is made to familiarize students with the rudiments of the game.

7. TEACHERS' COURSES IN PHYSICAL EDUCATION.

This work is given through lectures and discussions. The chief aims are, to give the students an intelligent knowledge of the physical needs of school children, the object of physical work for them, and the methods of accomplishing it.

In order that all students may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

Topics considered are as follows:

Formal Gymnastics. (a) Tactics, purpose in the day's lesson, theory of different evolutions, methods of teaching. (b) Free work

(educational, hygienic, corrective); educational free work, the ways and means of educating the body to obey the commands of the will; (c) hygienic work, the effects of exercise in children, respiration and digestion; (d) corrective work for the common deformities found among school children.

Informal Gymnastics, or Play. Under this head is considered the means of teaching Gymnastics in all grades, at least, in an informal way, through games. In order that all students may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

CREDIT IN PHYSICAL TRAINING

All students are required to take Physical Training three hours a week during half as many terms as they are enrolled and in attendance, provided that candidates for the Rural Certificate and the Regents' Certificate must present not less than two terms, and that candidates for the Diploma not less than three terms, and provided, further, that not more than two-thirds of a unit of credit may be offered for graduation.

Three terms in Physical Training are given credit for one-third unit of the technical subjects required in the Elementary Normal Course or 2½ hours technical elective in the Advanced Normal Course. After the requirements in Physical Training are met, work in the department is elective as in any other technical department.

GYMNASIUM UNIFORMS

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at school.

Regulation uniforms for girls are black serge bloomers, white tennis shoes and a white middie blouse.

ENROLLMENT FOR THE YEAR

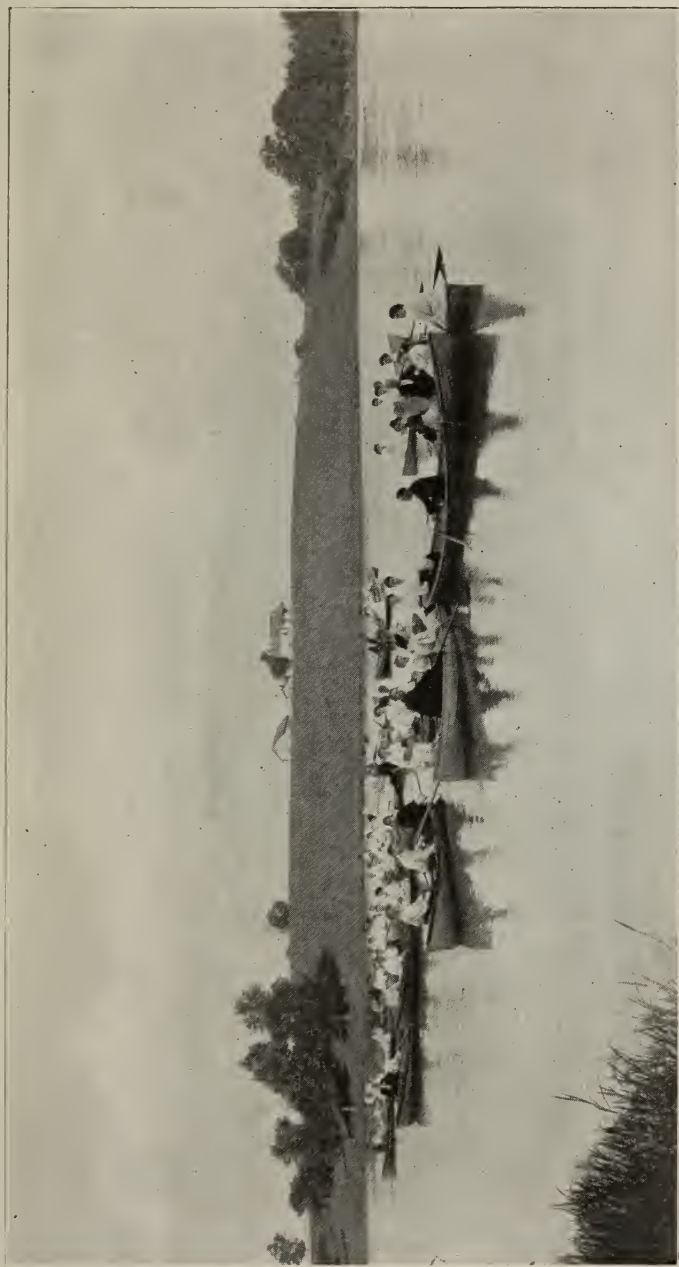
June, 1914, to June, 1915.

Number of students attending the Normal.....	2,084
Number of students in Training School.....	417
<hr/>	
Total number in institution.....	2,501

MISCELLANEOUS STATISTICS

Scholastic Year 1914-15.

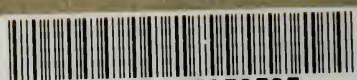
Number of Diplomas issued in the year.....	255
Number of Regents' Certificates issued in the year.....	276
Number of Rural School Certificates issued in the year.....	76
Whole number of Diplomas issued since the organization.....	2,339
Whole number of Regents' Certificates issued since the organization.....	3,756
Number of Rural School Certificates issued since organization.....	106
Total Diplomas and Certificates.....	6,201



STUDENTS ON LAKE CENA, PERTLE SPRINGS

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